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## ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of April 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: failure of settlement talks between Microsoft and the U.S. government, Microsoft verdict, Japan begins process of choosing a new prime minister, President Clinton's "New Economy" summit, and mapping the human genome (April 3-7); Juan Miguel Gonzalez hopes to reunite with his son, North and South Korean leaders to meet, allegations of fraud in Peru's latest election, Washington, D.C., protests involving world trade, and the standoff continues in Elian Gonzalez case (April 10-14); demonstrators protest the World Bank-IMF conference in Washington, D.C., U.S. stock market rebounds from Friday's losses, Zimbabwe's President Mugabe condones racial policies and violence, federal appeals court rules that Elian must stay in the U.S. while his case is on appeal, and anniversary of Columbine High School shootings (April 17-21); U.S. government agents stage surprise raid and take Elian Gonzalez from Miami relatives' home, Cuban Americans plan protest as Attorney General Reno defends her decision to storm the Gonzalez home, Americans recognize the 25th anniversary of the Vietnam War, disaster in Mozambique after the floods, and violence over farmland in Zimbabwe (April 24-28). (AEF)

# CNN Newsroom Classroom Guides

## April 2000

by Turner Learning, Inc.

M. Stevens

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## CNN NEWSROOM Guide

April 3, 2000

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### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00...02:35

Top Story ... 03:20...05:55

Settlement talks between Microsoft and the U.S. government fail.

DAILY DESK ... 00:55...06:50

Environment Desk ... 02:00...08:50

A plan is in the works to revitalize the oyster population in Chesapeake Bay.

WORLDVIEW ... 00:55...09:45

Top of the World ... 01:45...11:30

-Japan's prime minister is hospitalized.

-Japan's Mount Usu volcano erupts.

Wild Kingdom ... 05:00...16:30

Keiko the famous killer whale is reintroduced to the wild.

One World Habitat: Mexico Whales ... 02:00...18:30

Mexico halts a salt works expansion project to preserve a whale sanctuary.

Around the World ... 02:30...21:00

A landmark marine sanctuary is established in the Mediterranean Sea.

NEWS CHRONICLE ... 00:55...21:55

Our World: Teen Animators ... 02:20...24:15

AnimAction workshops enable kids to make animated PSAs.

Sports Page: Baseball Dirt ... 02:55...27:10

Professional baseball players depend on quality dirt.

CNN NEWSROOM CLOSE ... 00:50... 28:00

### ----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

**TODAY'S NEWS****Top Story: Microsoft Monopoly**

1. What is Microsoft? What is a monopoly? What is capitalism? Why do monopolies run counter to the capitalist economic system? In your opinion, what is the role of the federal government in a free market economy?
2. Who is Thomas Penfield Jackson? What was his ruling last year in the case of U.S. vs. Microsoft? Why were Microsoft and the U.S. government in settlement talks? Why did these talks breakdown? What is "conclusions of law"? What are the possible outcomes of Judge Jackson's pending verdict on the Microsoft case? How has this case affected consumers?
3. Refer groups of students to multimedia resources to research the Sherman Antitrust Act of 1890 and subsequent measures that gave the U.S. federal government legal ammunition in its war against monopolies. Ask students to address the following questions: What is the origin of antitrust law in the U.S.? When were the first antitrust laws passed, and under what circumstances? After students share their findings, compare the intent of and circumstances behind these legislative actions to what is happening to Microsoft today.
4. Inform students that the U.S. Securities and Exchange Commission (SEC), which is responsible for regulating monopolies and enforcing antitrust laws, is one example of a government agency that is responsible for protecting consumers. Group students. Refer groups to the Internet to prepare presentations about U.S. federal agencies that are devoted to consumer protection, such as the Food and Drug Administration, the Federal Communications Commission, the Federal Trade Commission or the SEC. Ask each group to determine whether its agency has done a good job protecting consumers. After groups present their findings, discuss whether or not these federal agencies are necessary.

**LINKS:**

<http://cnn.com/cnnfn/2000/04/01/technology/microsoft/>  
<http://cnnfn.com/news/specials/antitrust/>  
[http://www.seattletimes.com/news/technology/html98/micr\\_112598.html](http://www.seattletimes.com/news/technology/html98/micr_112598.html)  
<http://www.netaction.org/msoft/world/>  
<http://www.antitrust.org/>

**EDITOR'S NOTE:**

operating systems  
conclusion of law  
antitrust  
monopoly

**DAILY DESK****Environment Desk: Oysters**

1. What important functions do oysters play in their ecosystems? What has led to their downfall in Chesapeake Bay? How do Maryland and Virginia plan to rescue and revitalize oyster populations? What role will the federal government play in their plan?
2. Why do you think states are willing to spend millions of dollars revitalizing oyster populations? What positive ecological consequences might occur if they are successful? Why do you think people in other water-related careers, such as fisherman, are voicing support for the plan? What do you think will be the next step if the plan is initiated and successful? How do you think they can keep the present situation from reoccurring?



3. Oysters are vital to their ecosystems because they are filter feeders. Adult oysters can filter up to 100 gallons per day by extracting tiny particles of algae and detritus (decomposing matter). If these were particles were not filtered, they would grow out of control and use up all the oxygen in the water (hypoxia). Challenge your students to learn more about the role filter feeders play in ecosystems. Divide the class into groups. Have each group:

1. Research one organism from within one of the following filter feeder categories: mollusks, sponges, bryozoa, brachiopods, clams, barnacles, sand dollars, urchins, echinoids. Use the websites below to find out which specific organisms are listed within each category.
2. Make an anatomic illustration showing how the organism's filtration process works. This should be a cutaway diagram that shows and labels the internal and external structures participating in the filtration process.
3. At the bottom of the page, list the function for each structure labeled above.
4. On the back of the drawing, explain what kinds of particles the organism filters and what could happen if this organism were removed from its ecosystem.

Have each group present its organism to the class. Discuss how these organisms might interconnect in an ecosystem using Chesapeake Bay as an example. Infer the contagion effects that could occur among the filter feeders if one or more were to disappear.

**LINKS:**

<http://www-class.unl.edu/geol109/clatable.htm>

[http://www.cbf.org/state\\_of\\_the\\_bay/pollution\\_factor.htm](http://www.cbf.org/state_of_the_bay/pollution_factor.htm)

[http://www.qrwa.org/Education/New\\_Haven\\_Oysters.html](http://www.qrwa.org/Education/New_Haven_Oysters.html)

[http://www.cbf.org/state\\_of\\_the\\_bay/sotbr\\_99\\_b.htm](http://www.cbf.org/state_of_the_bay/sotbr_99_b.htm)

<http://www.bayjournal.com/00-01/filter.htm>

**EDITOR'S NOTE:**

munitions  
contaminant  
bacteria

**WORLDVIEW****Top of the World: Japan Volcano**

1. Why was Japanese Prime Minister Keizo Obuchi recently hospitalized? What factors may have contributed to his health problem? Who is serving as caretaker prime minister? How do you think Mr. Obuchi's illness will impact the Japanese people and the international community?
2. Have students locate Mount Usu on a world map. What areas have been affected by the Mount Usu volcano? What kinds of destruction has it created to this point? What effect do you think the Mount Usu eruption will have on Japan's infrastructure and economy?
3. Refer small groups of students to the websites below to learn more about Mount Usu, volcanos and the impact of volcanic eruptions. Instruct students to answer the following questions:
  1. Why are there volcanoes?
  2. How are volcanoes formed?
  3. What are the different types of volcanoes?
  4. What comes out of volcanoes?
  5. Why do volcanoes become dormant?
  6. How do volcanologists predict volcanic eruptions?
  7. How do volcanoes affect the atmosphere and climate?
  8. What are some of the benefits of volcanoes?

Have students share their findings. Then ask your class to compare the Mount Usu eruption to other volcanic eruptions around the world. Have students predict the future action of Mount Usu. What, if anything, should the residents of the area do to protect themselves from another eruption?

**LINKS:**

<http://cnn.com/2000/ASIANOW/east/04/02/japan.obuchi.ap/index.html>  
<http://cnn.com/2000/ASIANOW/east/04/02/japan.volcano.01/index.html>  
<http://www.geol.ucsb.edu/~fisher/>  
<http://www.dartmouth.edu/~volcano/>  
<http://volcano.und.nodak.edu/volcanoes.html>  
<http://volcano.und.nodak.edu/vw.html>

**Wild Kingdom: Iceland Whale Welfare**

1. Why is Keiko the killer whale famous? Where is Keiko's new home? How has Keiko adjusted to his new surroundings? What are trainers doing to prepare Keiko for his return to the wild? Why are some people concerned about returning Keiko to the wild?
2. Do you believe it is possible for captive animals to live happy and productive lives? Why or why not? Do you think Keiko should be returned to the wild? Explain.
3. The Free Keiko Project has afforded the Free Willy Keiko Foundation the opportunity to educate the public about how important it is that we take care of marine mammals and the oceans. Why do you think the Free Keiko Project has generated such extensive public support? Have students refer to print and online resources to learn about the importance of ocean conservation. Why are our oceans in jeopardy? What will happen to marine life if these issues are not addressed? What can we do to reverse dangerous trends? Share student findings and discuss.

**EXTENSION:** Help students brainstorm a list of ways that people use animals for recreation and entertainment. Then refer students to online resources to identify what happens to these animals once they have served their purpose. Have students share their findings and ask: Do you think these animals are treated fairly? Why or why not? Do you think animals should be used for recreation and entertainment? Explain.

**LINKS:**

<http://www.cnn.com/2000/NATURE/03/03/iceland.keiko.reut/index.html>  
<http://www.aquarium.org/keiko/index.htm>  
<http://www.oceanfutures.org/>

**One World Habitat: Mexico Whales: One World Habitat: Mexico Whales**

1. Where is the San Ignacio Lagoon located? Why did President Ernesto Zedillo decide to stop development of the San Ignacio Salt Plant?
2. Sustainable development is "a new multifaceted approach to managing environmental, economic, and social resources for the long term." According to the Coalition for the Defense of the San Ignacio Lagoon, "President Zedillo's decision sets a precedent for sustainable development in Mexico." What is the meaning of this statement? How might President Zedillo's decision impact the future of sustainable development in Mexico?
3. Refer students to the websites below to learn more about merits and drawbacks of the San Ignacio Salt Plant project. Instruct students to consider the potential economic and environmental factors. Have students share their findings and discuss whether or not they agree with President Ernesto Zedillo's decision to preserve the lagoon.
4. Direct students to Internet resources to research the importance of environmental conservation and sustainable development. Then challenge small groups of students to identify how communities,

businesses, and governments in different countries are promoting sustainable development. Have students share their findings and discuss the impact and importance of the initiatives.

**LINKS:**

<http://www.cnn.com/2000/NATURE/03/02/mexico.salt.reut/index.html>

<http://www.unesco.org/whc/sites/554.htm>

<http://www.bajasalt.com/pages/local/tregionrich.html>

<http://www.natlaw.com/mexico/topical/environment/enviromm.htm>

<http://www.natlaw.com/pubs/spmxe13.htm>

<http://www.epa.gov/unix0008/p2/susdev/sustain.html>

**Around the World: Whale Sanctuary**

1. Which countries collaborated to establish the Mediterranean Sea Marine Sanctuary? What is the mission of the marine sanctuary? Why is the sanctuary treaty historically and politically significant?
2. Why have fishermen been prohibited from using drift nets? Discuss the 'chain reaction' of overfishing. Do you think it is possible to balance the needs of human development and tourism with the need to maintain a safe environment for marine life? Why/why not?
3. Why is the sanctuary ideal for whales and dolphins? What threats exist to the marine life in the sanctuary? How might these dangers be minimized? Do you think the whales and dolphins will be safe inside the sanctuary? Explain. Do you think marine sanctuaries are necessary? Why/why not?
4. Challenge students to identify different nature conservation issues. Then have small groups of students each select an issue and identify how the issue is being addressed on a national and an international level. Direct each group to assess the political, economic and social challenges that are associated with the domestic and international conservation efforts. Have groups present their information and identify which conservation strategies are the most effective.

**LINKS:**

<http://www.enn.com/enn-news-archive/1998/02/020498/whaleson.asp>

[http://www.enn.com/news/enn-stories/1999/07/072399/sanctuary\\_4520.asp](http://www.enn.com/news/enn-stories/1999/07/072399/sanctuary_4520.asp)

<http://www.enn.com/yoto/>

<http://www.panda.org/>

<http://www.unepmap.gr/>

<http://www.si.edu/organiza/offices/sites/exhibit/ocplanet.htm>

<http://www.unac.org/unfaq/oceans.html>

**EDITOR'S NOTE:**

oceanariums

killer whales

pod

vocalizations

sanctuary

drift nets

sustainable development

volcano

**NEWS CHRONICLE****Our World: Teen Animators: Our World: Teen Animators**

1. What is AnimAction? Describe the process of creating an animated character. Why do some people consider animation a "magical medium"? What is the subject matter of the students' animation

projects? How have students benefited from participating in AnimAction?

2. Help students brainstorm a list of topics for public service announcements (PSAs). Divide your class into small groups. Have each group select a topic from the list. Challenge each group to research its topic and develop an idea for an animated PSA related to their subject. Then, instruct each group to create a storyboard version of its PSA. The last website below provides examples of animated storyboards. Have students share their work and discuss.

**LINKS:**

<http://www.animaction.com/>

<http://www.chapman.edu/animation/links/links.html>

<http://lcweb2.loc.gov/ammem/oahtml/oahome.html>

<http://thirdwish.simplenet.com/index.html>

**Sports Page: Baseball Dirt: Sports Page: Baseball Dirt**

1. Who is Pete Flynn? Why is his job important? What is "beam clay"? Why was it difficult for Jim Kelsey to sell beam clay? How has beam clay affected the game of baseball?
2. Sports dirt is one example of a business that is generated by professional baseball. Have students brainstorm a list of other businesses that are related to the sport. Have students list their ideas under the following three categories: Equipment, maintenance and advertising/merchandising. Then as a class, tally the number of businesses and discuss how these business are related.

**LINKS:**

<http://www.majorleaguebaseball.com/>

<http://www.cnnsi.com/baseball/>

**EDITOR'S NOTE:**

animation

public service announcement

beam clay

Major League Baseball

**External websites are not endorsed by Turner Learning.**

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## CNN NEWSROOM Guide

April 4, 2000

**DON QUIXOTE** premieres exclusively on TNT April 9th at 8:00 PM ET. ENROLL NOW by calling 1-800-344-6219.

### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:35... 01:35

**TODAY'S NEWS** ... 01:00...02:35

**Top Story** ... 04:00...06:35

-Microsoft is found guilty in the antitrust case.  
-The price of Microsoft stock drops.

**In the Headlines** ... 02:00...08:35

U.S. VISAS ISSUED FOR CUBAN FAMILY.

**DAILY DESK** ... 01:00...09:35

**Health Desk** ... 01:50...11:25

Researchers warn drivers to avoid some allergy medications.

**WORLDVIEW** ... 01:00...12:25

**Inside Europe** ... 02:45...15:10

A cyanide spill in Romania threatens the European community.

**Check it Out** ... 02:50...18:00

The sale of armored cars is on the rise in Thailand.

**Artistry in Action** ... 03:30...21:30

The work of Vietnam War photojournalists is on display in Hanoi, Vietnam.

**NEWS CHRONICLE** ... 01:15...22:45

**Democracy in America** ... 04:20...27:05

The choice of a running mate can tip the scales in a close presidential election.

**CNN NEWSROOM CLOSE** ... 00:55... 28:00

### ----- CNN NEWSROOM STORIES -----

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**



**Top Story: Microsoft Verdict**

1. Have students share what they know about the history of the Microsoft case. What was Judge Thomas Penfield Jackson's ruling on the case? According to the judge, how did Microsoft attempt to monopolize the Web browser market? How has Microsoft responded to the verdict? How is the verdict expected to impact Microsoft?
2. What is the NASDAQ Composite Index? How did the breakdown of the mediation talks between Microsoft and the U.S. government impact the NASDAQ? How have these events, including the recent verdict, affected the value of Microsoft's stock? Do you think at this level Microsoft stock is a good buy? Why or why not?
3. Refer small groups of students to online and library resources to review Judge Jackson's decision on the Microsoft case. Do you agree with his opinion? Explain.
4. What is a monopoly? What is a trust? Why do monopolies run counter to the capitalist economic system? What has the U.S. government done to prevent companies from having complete market power over a product? Group students. Refer groups to multimedia resources to prepare a presentation about the history, outcome, and impact of one of the following U.S. antitrust cases:
  - 1911: American Tobacco
  - 1911: Standard Oil
  - 1982: IBM
  - 1983: AT&T
  - 1994: Microsoft

After the presentations have students discuss how breaking up American Tobacco, Standard Oil, and AT&T affected consumers and shareholders. Then facilitate a discussion about whether or not the U.S. government should break up Microsoft.

5. What is the Sherman Antitrust Act? When was it written? Refer groups of students to multimedia resources to research the Sherman Antitrust Act of 1890 and the subsequent measures that gave the U.S. federal government legal ammunition in its war against monopolies. Have students identify the historical context in which the act and these measures were written, and whether they continue to be relevant.

**LINKS:**

<http://cnn.com/SPECIALS/1997/microsoft/>  
[http://cnn.com/cnnfn/2000/04/03/technology/microsoft\\_report/](http://cnn.com/cnnfn/2000/04/03/technology/microsoft_report/)  
[http://www.seattletimes.com/news/technology/html98/micr\\_112598.html](http://www.seattletimes.com/news/technology/html98/micr_112598.html)  
<http://www.netaction.org/msoft/world/>  
<http://www.antitrust.org/>

**In the Headlines: Cuban Boy**

1. Who is Elian Gonzalez? How did he come to the U.S.? How has Elian been caught in an international tug of war? What is the U.S. Immigration and Naturalization Service's (INS) goal regarding Elian's situation? Who will be receiving the six U.S. visas?
2. Why are Elian's American relatives insisting that Elian undergo psychological testing? Do you agree with this decision? Explain. Do you think the INS should award Mr. Gonzalez temporary care of his son when he arrives in the U.S.? Why or why not? How do you think this custody battle is affecting Elian? Explain. In your opinion, should Elian be returned to Cuba? Why or why not?

**LINKS:**

<http://cnn.com/2000/US/04/03/cuba.boy.04/index.html>  
<http://cnn.com/interactive/us/0002/elian.whoswho/frameset.exclude.html>  
<http://www.ins.usdoj.gov/>  
<http://www.usdoj.gov/>



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**EDITOR'S NOTE:**

browser system  
operating system  
appeals  
Cuba  
visa

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**DAILY DESK****Health Desk: Allergy Drugs and Driving**

1. What is an allergy? What are first generation antihistamines? What were the findings of the University of Iowa's allergy medication study? Why are some people questioning the study's findings?
2. Do you suffer from allergies? If so, explain how allergies impact your health and lifestyle. If you take medication to control allergies, how do you manage the medication's side effects?
3. Inform your class that "approximately 50 million Americans suffer from some form of allergies disease." Then refer groups of students to the websites below to learn about the origin, symptoms, and treatments of different allergies. After groups present their information, help your class create a chart that lists the different allergic reaction according to their severity. Have students include information about how to recognize and respond to these different types of allergic reactions.
4. What is the difference between driving under the influence of alcohol and driving under the influence of first generation antihistamines? Why do you think some people drive even though their mental acuity and driving skills are impaired by alcohol or medication?
5. Refer students to online resources and personal interviews to learn about the dangers of drunk driving. Ask students to determine how people are emotionally and physically affected by these types of accidents. After students share their information, divide your class into two groups to debate whether states should be allowed to issue tickets to drivers who are under the influence of sedating medications, including some antihistamines. Have students support their positions with facts.

**LINKS:**

<http://www.cnn.com/2000/HEALTH/03/06/allergy.driving/>  
<http://www.acponline.org/sci-policy/spotlight.htm>  
[http://www.aaaai.org/ar/working\\_vol1/009.asp](http://www.aaaai.org/ar/working_vol1/009.asp)  
<http://www.madd.org>  
[http://www.alcoholfreekids.com/Sandy\\_Golden.html](http://www.alcoholfreekids.com/Sandy_Golden.html)  
<http://www.nat-sadd.org>

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**EDITOR'S NOTE:**

antihistamine  
allergy  
placebo  
pharmaceuticals

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**WORLDVIEW**

### Inside Europe: Cyanide Town

1. Why is Anna D'Mash's clean water supply in jeopardy? How did the cyanide spill occur? Why is this event considered Europe's worst environmental disaster in over a decade? Who do you think is responsible for the spill?
2. Send students on an online scavenger hunt to learn more about:
  1. Cyanide and why it is considered one of the most poisonous substances
  2. Cyanide heap-leach mining
  3. The impact of cyanide heap-leach mining on the environment and local populations
  4. How the cyanide spill is affecting Romania and other European nations
  5. How other European nations are responding to the disaster.

After students share their information, have them work in groups to research the Chernobyl disaster, its effects on the surrounding populations and land, and how the Russian government reacted to the disaster. As a class, compare the cyanide spill to the Chernobyl Nuclear Plant disaster of 1986. Ask students: What lessons can be learned from the Chernobyl disaster that might help Europeans recover from the cyanide spill? Do you think the international community should intercede to help manage this environmental disaster? Explain.

#### LINKS:

<http://www.cnn.com/2000/NATURE/03/14/cyanide.town/index.html>

<http://www.cnn.com/2000/NATURE/02/17/cyanide.spill/index.html>

<http://www.cnn.com/2000/WORLD/europe/02/14/yugo.cyanide.01/index.html>

<http://www.info.polymtl.ca/Romania/>

<http://www.pg.net/users/g/greens/cherlink.htm>

<http://www.time.com/time/daily/chernobyl/891113.coverup.html>

### Check it Out: Armored Car

1. Why are armored car sales increasing in Thailand? Why do you think armored vehicles can be produced at a significantly lesser cost in Thailand than in the U.S. and Europe?
2. Group students. Have each group refer to Internet resources, including the websites below, to prepare a presentation about the rate of crime in a specific country. Instruct groups to provide information about the geography, culture, economy, demographics and crime rates of their countries. Following the presentations, have students compare and contrast the different nations' rates of crime. As a class, discuss the social, cultural and economic factors that contribute to criminal activity in different nations. Ask students why they think the rate of crime is higher in some nations versus others.

#### LINKS:

<http://www.police.go.th/trenglish.htm>

[http://www.crime.org/links\\_intern.html](http://www.crime.org/links_intern.html)

### Artistry in Action: Vietnam Requiem

1. Why is "Requiem...The Vietnam Collection" considered an important collection of photographs? What inspired did Tim Page to develop the book? Why do you think the state of Kentucky gave the exhibit as a gift to the people of Vietnam? Why is this gesture politically significant? Why do you think some people might find the Requiem collection disturbing?
2. Have students share what they know about the history and impact of the Vietnam War. Ask: Do you think the Requiem exhibit will influence people's attitudes and beliefs about the Vietnam War or war in general? Explain.
3. What is a photojournalism? What skills and attributes do you think photojournalists should have? Why do you think the photojournalists whose work is displayed in the Requiem exhibit were

willing to risk their lives to tell the stories of the Vietnam War? Describe some of the emotions that these photojournalists probably encountered as they covered the war.

4. Have students research the work of a photojournalist online or in print. Using the journalist's work, instruct each student to deliver a presentation showing how the films, photography, and/or writing convey the photojournalist's understanding of war zones. Have students identify the impact of the journalist's work, and whether it changed policy. Ask students: Do you think photojournalists influence the public's perception of war? Explain. How are photojournalists' images of war similar or different from the way war is portrayed in the movies?

**LINKS:**

<http://www.cnn.com/2000/ASIANOW/southeast/03/09/vietnam.requiem/>

<http://www.mediastudies.org/peril/contents.html>

<http://photoarts.com/journal/SABA/>

<http://www.teachvietnam.org/>

<http://photo2.si.edu/legacy/legacy.html>

**EDITOR'S NOTE:**

Romania

natural resources

cyanide

Thailand

Vietnam War

photojournalist

Pulitzer Prize

**NEWS CHRONICLE****Democracy in America: Choosing a Running Mate**

1. How does geography matter in the selection of a running mate? Name the five states in the highly competitive "battle belt." Why is it likely that each presidential candidate will choose a vice-presidential running mate from one of these states?
2. Who are some of the potential running mates for Al Gore and George W. Bush? What are the issues that could make these candidates political assets and/or liabilities for each? Do you think any of these individuals could end up as the vice-presidential candidate on either ticket? Explain. If you were Al Gore or George W. Bush, who would you choose, and why?
3. One reason why there is so much interest surrounding the choice of running mates is the fact that the vice president is always "a heartbeat away from the presidency." Generate a class discussion about this phrase and its meaning. Under what circumstances can the vice president assume the role of president, temporarily or permanently?
  1. Have students work in groups to research the concept of presidential succession as mandated by the U.S. Constitution and the 25th Amendment.
  2. Share student findings.
  3. Discuss the duties of the vice president, how the vice president assumes the presidency, and why the 25th Amendment was ratified:
    - Was it always assumed that the vice president would take over the presidency on a permanent basis when special circumstances arose?
    - Why do students think that some wanted the vice president to serve only as "acting president"?
    - How did abandonment of the "acting president" and the passage of the 25th Amendment make the choice of running mates even more crucial?

**LINKS:**

<http://www.constitution.org/cons/constitu.htm>

<http://www.gi.grolier.com/presidents/ea/vp/vpusa.html>

<http://4politics.4anything.com/4/0,1001,9755,00.html>

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**EDITOR'S NOTE:**

electoral votes

abortion rights

populist

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## CNN NEWSROOM Guide

April 5, 2000

**DON QUIXOTE** premieres exclusively on TNT April 9th at 8:00 PM ET. ENROLL NOW by calling 1-800-344-6219.

### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:35... 01:35

**TODAY'S NEWS** ... 01:00...02:35

**Top Story** ... 02:00...04:35

Japan's government begins the process of choosing a new prime minister.

**More Top Story: Japan Volcano** ... 00:30...05:05

Scientists have found new fissures along the base of the Mount Usu volcano.

**In the Headlines** ... 02:45...07:50

Negotiations continue over the fate of Elian Gonzalez.

**Space is the Place** ... 02:00...09:50

Russian cosmonauts head to Mir to pave the way for tourists.

**DAILY DESK** ... 01:00...10:50

**Business Desk** ... 02:20...13:10

An educated consumer gets the best deal on a new car.

**WORLDVIEW** ... 00:50...14:00

**Inside North America** ... 07:20...21:20

More professionals are changing careers to become teachers.

**Inside Africa** ... 02:25...23:45

The DeBeers company vows not to purchase diamonds from African rebel fighters.

**Turner Website Information** ... 00:45...24:30

Information on the CNN NEWSROOM Daily Classroom Guide

**NEWS CHRONICLE** ... 01:00...25:30

**Student Bureau** ... 01:55...27:25

Online travel companies are creating new perks to woo Generation X'ers.

**CNN NEWSROOM CLOSE** ... 00:35... 28:00

### ----- CNN NEWSROOM STORIES -----



**CNN NEWSROOM OPEN****TODAY'S NEWS****Top Story: Japan in Transition**

1. Who is Keizo Obuchi? What is the current state of the prime minister's health? Who is serving as the acting prime minister? Why did the Japanese government decide to begin the process of choosing a new primeminister?
2. What is the Diet? With what political party is Prime Minister Obuchiaffiliated? What process is used to select the new prime minister of Japan? How is the transition expected to impact the Japanesepeople and the international community?
3. The government waited almost 24 hours to announce that the prime minister had been hospitalized, and did not disclose the seriousness of his condition for 12 more hours. Why do you think the Japanese governmenttook so long to disclose the true nature of Keizo Obuchi's illness?
4. What are the responsibilities of Japan's prime minister? Whatchallenges do you think the new prime minister might face athome and abroad? Have students work in groups to learn more about Japan, including its history, government, domestic issues andinternational concerns. Have each group use its findings toprepare a brief speech for the new prime minister, outlining his plans for the future of Japan.
5. What do other countries do when their leaders die or becomeincapacitated? Have each student select a country. Then refer eachstudent to multimedia resources to learn about the structure of the country's government and its succession policy for its government leaders. Have each group identify who would become the nation's leaderin the event that the current leader became incapacitated,died, or quit. Have students compare and contrast their findings.

**LINKS:**

<http://cnn.com/2000/ASIANOW/east/04/03/japan.obuchi.01/background.obuchi.html>

<http://cnn.com/2000/ASIANOW/east/04/04/japan.obuchi.03/index.html>

<http://cnn.com/ASIANOW/asiaweek/foc/2000/04/04/>

<http://usgovinfo.about.com/library/weekly/aa010298.htm?mk=r1&terms=presidential+succession>

**In the Headlines: Cuban Boy**

1. Who is Elian Gonzalez? How has Elian been caught in an international tug of war? What is the purpose of the recent negotiationsbetween U.S. immigration officials and Elian's Miami relatives?How have these negotiations allegedly affected Elian and someof his family members?
2. Which parties are involved in determining Elian's fate?What is the U.S. government's goal regarding the case?Why do you think that the U.S. Justice Department opposes a state court hearing?
3. What two demands have the Gonzalez family made regarding the case?Why is Elian's Miami family demanding that Elian be interviewed bya team of psychologists? What is the U.S. government's position onthis issue? Invite a psychologist or social worker toyour class to talk about the clinical assessment process, and the potential challenges of assessing Elian. Next, havegroups of students prepare lists of questions that a team of psychologists might ask Elian to determine whether he should return to Cuba with his father. After students share their ideas,discuss whether or not a psychological assessment would be a usefultool for determining what would be best for Elian.

**LINKS:**

<http://cnn.com/2000/US/04/04/cuba.boy.06/index.html>

<http://www.ins.usdoj.gov/>  
<http://www.usdoj.gov/>

### Space is the Place: Mir New Life

1. What is Mir? How long has Mir been in orbit? What were some of the problems encountered by Mir? Why and for how long has the International Space Station been empty? Why are the Russian cosmonauts going to Mir?
2. What is a venture capitalist? How much money has the group of venture capitalists spent to lease the commercial rights to Mir? Have students do research to learn about some of the accomplishments that occurred as a result of the Mir mission. Conduct a class debate in which students consider the questions: What is the value of the Mir space station? Is it worth the monetary cost? Why or why not?
3. According to TIME magazine space correspondent Jeff Kluger, "Right now the profits for the private sector in space still lie predominantly in unmanned space flight." Challenge groups of students to use their knowledge about the Mir to prepare campaigns to attract potential investors to sponsor the Mir project. Have students share their ideas and discuss whether or not "in-orbit advertising" and "space tourism" will be able to sustain Mir.

### LINKS:

[http://cnn.com/2000/TECH/space/04/04/mir4\\_4.a.tm/index.html](http://cnn.com/2000/TECH/space/04/04/mir4_4.a.tm/index.html)  
<http://www.pbs.org/wgbh/nova/mir/>  
[http://www.time.com/time/magazine/1998/dom/981123/space.who\\_needs\\_this\\_2a.html](http://www.time.com/time/magazine/1998/dom/981123/space.who_needs_this_2a.html)  
<http://www.time.com/time/reports/space/index.html>  
<http://www.nasa.gov/>

### EDITOR'S NOTE:

political vacuum  
Liberal Democrats  
visa  
Mir  
appeals  
cosmonauts  
venture capitalists

### DAILY DESK

#### Business Desk: Car Buying Tips

1. What is a "buyer's market"? Why is it currently a buyer's market for consumers hunting for new cars? According to the editor of Drivingtoday.com, how should consumers exert their power to get the best deal?
2. What are some tips that experts advise consumers to follow in order to get the best deal on a new car? What is the sticker price of a new car? How does it differ from the invoice price? What are some good sources of information for consumer research? Why do consumers need to be careful when relying on Internet sources for car buying?
3. The purchase of a car is the second biggest purchase most people make (second only to buying a house), yet most people look forward to buying a new car with some fear and anxiety. Why do you think this is so? Based on what you have seen in advertisements, and perhaps through your own family's experience, what are the good and bad points involved with buying a new car? What do you think automakers could do to make the experience a more pleasant one? Why do you think people are uncomfortable negotiating price? Would negotiating the price of a car bother you? Explain.

What have some automakers done to eliminatethis fear?

4. Challenge groups of students to become educated consumers as they take on the experience of "buying" a new car. Begin by dividing the class into small groups, and have each group chooseone new specific make and model of car the members are interested in buying. (Note: Steer studentsclear of very expensive specialty cars, as it will be more difficult to conduct this activityif they choose these models.) Over the course of several days, have each group go on a scavenger hunt for information on this car: Have the group search newspapers, tv and radioads, the Internet, and if possible, local showrooms, and log the information they get about price, leasing terms, financing, warranty, etc. After the prescribed time period, have each group present its findings and make the decision on where the group will "buy" this car, and why. Compare this experience with the real-life experience many consumers have of walking into a showroom without having done any advance research or homework. How can investing time helpthe consumer to save money?

**EXTENSION:** What's the better deal, leasing or buying? Invite a local banker or autodealer to answer this question for the class. Under what terms and conditions should one lease a newcar? When should a person buy the car?

#### LINKS:

<http://www.edmunds.com/>

<http://carbuyingtips.com/carintro.html>

<http://www.aacbg.com/>

<http://www.carinfo.com/>

#### EDITOR'S NOTE:

factory warranty  
consumer advocate  
sticker price  
invoice price  
rebates  
incentive/holdbacks

#### WORLDVIEW

##### Inside North America: Back to School

1. What percentage of American teachers are "career-switchers"? Why do many of these individuals choose to give up higher paying jobs to teach? In your opinion, what are the benefits and drawbacks of teaching? What skills and attributes do you think a teacher should have? Has a teacher ever positively influenced your life? Explain. Have you ever considered becoming a teacher? Why/why not?
2. Help students brainstorm a list of different professions. Then have each student select a profession and ask: What qualifications or attributes would a person from the profession have that would contribute to his/her potential as a classroom teacher?
3. What are some of the reasons that qualified individuals choose notto become teachers? Make a list of your students' responses. Then direct groups of students to conduct online research to identify what school systems, colleges/universities, and parent-teacher organizations are doing to address these issues. Have students sharetheir information and discuss.
4. Have each student interview a teacher about the following issues:
  1. Why he/she chose to teach
  2. The benefits and drawbacks of teaching
  3. The changes that have occurred within the profession during his/her career

**4. Ways to improve the teaching profession**

After students have shared their information, inform students that according to the National Education Association "America needs to hire two million new teachers over the next decade." Ask: What can colleges/universities and school systems do to recruit more people into the teaching profession? Should schools of education lower their standards for admission? Should the government raise taxes to increase teachers' salaries? How might businesses and corporations participate in the process?

**EXTENSION:** Have two or more students role-play a situation in which one student is a recruiter, encouraging a professional to become a teacher. The last two websites below give a variety of information on available jobs and salaries.

**LINKS:**

<http://www.nea.org/teaching/santana.html>

<http://www.edweek.org/sreports/qc00/>

<http://www.pta.org/programs/dcnews/000128.htm#8>

<http://www.aft.org/research/salary/home.htm>

[http://dir.yahoo.com/Education/Employment/Jobs/Individual\\_K\\_12\\_School\\_Listings/](http://dir.yahoo.com/Education/Employment/Jobs/Individual_K_12_School_Listings/)

**Inside Africa: S. Africa DeBeers**

1. Why did the United Nations outlaw diamond purchases from rebel fighters? What is UNITA? How much money has UNITA earned through the sale of diamonds? What is DeBeers? What steps has the DeBeers corporation taken to guarantee its buyers that they do not purchase their raw stones from guerrilla groups? Why do you think that DeBeers has made these guarantees?
2. Divide your class into four groups. Have each group prepare a presentation about the history and impact of the war in one of the following African countries: Sierra Leone, the Democratic Republic of Congo, Angola or Liberia. Instruct each group to identify the role of diamonds in the conflict. Following the presentations, ask students: Do you believe the diamond industry as a whole contributes to these conflicts? Explain. Do you think the diamond industry should avoid buying diamonds that originate in rebel-held zones? Why or why not? In your opinion, has the U.N. embargo been effective? Explain. Should the diamond industry take an active role to stop the violence in these countries? Why or why not?

**LINKS:**

<http://www.cnn.com/2000/WORLD/africa/01/12/africa.diamonds/>

<http://www.oneworld.org/globalwitness/reports/Angola/role.htm>

<http://www.debeersna.com/debeersna/default.htm>

<http://www.cnn.com/2000/WORLD/africa/03/13/bc.angola.un.belgium.reut/>

<http://www.un.org/>

<http://infoplease.lycos.com/ipa/A0107600.html>

**EDITOR'S NOTE:**

career switchers

think tank

alternative teachers

corporate downsizing

contravention

sanctions

embargo

**NEWS CHRONICLE****Student Bureau: Young Travelers**

1. What age group constitutes "Generation X"? How are Generation X'ers different from "Baby Boomers"? What is the number one growth sector on the Internet? Why are travel companies creating online perks for students and young professionals? What are some of the travel deals being offered?
2. Do other industries target Generation X'ers? Help students brainstorm a list of different industries, such as clothing, automotive, and entertainment. Divide your class into small groups. Have each group select an industry from the list and prepare a presentation about how specific companies are using the Internet to target 18-34 year olds. Following the presentations, have students discuss whether or not these online marketing strategies are effective.

**LINKS:**

<http://members.aol.com/genxcoal/genxcoal.htm>

<http://www.istc.org/>

<http://www.counciltravel.com/>

**EDITOR'S NOTE:**

Internet

Generation X

Baby Boomers

marketing

travel

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## CNN NEWSROOM Guide

April 6, 2000

**Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.**

### ----- PROGRAM RUNDOWN -----

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:35... 01:35**

**TODAY'S NEWS ... 00:50...02:25**

**Top Story ... 02:30...04:55**

President Clinton hosts a conference to discuss the "New Economy."

**In the Headlines ... 02:00...06:55**

Yoshiro Mori becomes Japan's new prime minister.

**DAILY DESK ... 00:40...07:35**

**Science Desk ... 02:10...11:25**

Scientists are using bioremediation to clean up explosive DNT residue.

**Science Desk Extra: Human Extinction ... 02:45...14:10**

Will new technology cause humans to become extinct?

**Turner Website Information ... 00:45...14:55**

Information on the CNN NEWSROOM Daily Classroom Guide

**WORLDVIEW ... 00:30...15:25**

**Top of the World ... 02:15...17:40**

A French commission works to keep French Web sites in its native language.

**Check it Out ... 02:00...19:40**

Casio creates a digital camera watch.

**Inside Asia ... 02:20...22:00**

Sony introduces its PlayStation2.

**Artistry in Action ... 02:30...24:30**

A South Korean artist makes life-sized paper dolls.

**NEWS CHRONICLE ... 00:40...25:10**

**Our World ... 02:10...27:20**

Elysse Evans wins a scholarship to the Dance Theater of Harlem.

**CNN NEWSROOM CLOSE ... 00:40... 28:00**

## ----- CNN NEWSROOM STORIES -----

### CNN NEWSROOM OPEN

#### TODAY'S NEWS

#### Top Story: "New Economy" Summit

1. What was the purpose of President Clinton's economic summit? Who attended the conference? What is the "New Economy"? How is the New Economy changing the way people do business and make money?
2. Describe the state of America's economy during the last ten years. What factors have contributed to America's economic expansion? What is President Clinton's stance on the New Economy? What type of economic opportunities have been created by technology and the Internet? Why do some economists, including Alan Greenspan, remain cautious about the New Economy?
3. During the conference President Clinton stated that he believes that the computer and the Internet give us a chance to move more people out of poverty more quickly than at any time in all of human history. Do you agree with President Clinton's assertion? Explain.
4. Who is Bill Gates? What was the U.S. government's verdict on the Microsoft antitrust case? Why do you think some people are predicting that "there will be tough days ahead for technology stocks?" Refer students to newspapers and online resources to monitor the performance of the technology market.
5. Give each student \$1000 in play money. Direct students to companies that produce computers, networking and communications hardware and software. Have each student choose one technology stock and purchase as many shares as possible with the money given. Have the student record the date and purchase price per share of the stock, then chart its daily performance for an extended period of time. Have each student share his/her chart, explain why this stock was chosen for investment, and whether he/she made a profit on that investment. After all the presentations, cite the most active stocks, both high and low, and discuss the factors that contributed to their performances.

**EXTENSION:** Proponents of the technology revolution argue that in the near future people will not be able to live without computers. They maintain that the computer will impact civilization much in the same way as the car and the telephone. Do you agree? Why or why not?

#### LINKS:

<http://cnn.com/2000/ALLPOLITICS/stories/04/05/wh.economy/index.html>

<http://cnn.com/cnnfn/>

<http://www.nyse.com/>

[http://www.cnnfn.com/markets/world\\_markets.html](http://www.cnnfn.com/markets/world_markets.html)

<http://cnnfn.com/markets/widelyheld.html>

#### In the Headlines: Japan New Prime Minister

1. Who is Yoshiro Mori? How and why was he chosen to serve as prime minister of Japan? With what political party is Yoshiro Mori affiliated? How long will Mr. Mori serve as prime minister? What are the new prime minister's top concerns? According to the prime minister Mori, why is running the government like playing rugby?
2. Ask students to develop a timeline depicting the major issues that Keizo Obuchi dealt with as prime minister since assuming the post in July, 1998. Guide the class as they research the major political,

economic and social events that have occurred in Japan during the past two years, and incorporate the information into the timeline. Have students prepare captions for each event describing its impact on Japan's role in the international scene. After the timeline is completed, conduct a review and ask students to make predictions about the future of Japan.

3. Have each student write a biography about Yoshiro Mori and his role in Japanese politics. Have students identify his personal, educational and professional experiences that enabled him to become prime minister. After students share their reports, have students discuss whether or not Prime Minister Mori will be able to manage Japan's economic problems and the effects of the Mount Usu eruption.

**LINKS:**

<http://cnn.com/2000/ASIANOW/east/04/05/japan.mori.01/index.html>

<http://cnn.com/2000/ASIANOW/east/04/02/japan.volcano.01/index.html>

<http://volcano.und.nodak.edu/volcanoes.html>

**EDITOR'S NOTE:**

Wall Street

inflation

worker productivity

antitrust

technology

**DAILY DESK****Science Desk: Biological Weapons**

1. What is DNT? To what military process is DNT connected? Where has the chemical been found that concerns officials? What groups are collaborating to develop an economical and timely solution to this problem?
2. What method is being used to remove DNT from soil and groundwater? Has this method been successful? How are scientists hoping to accelerate the clean up process? How does this method compare to previous methods, in terms of cost and time? Are there other applications for this clean up method? Explain. What do you think will happen to the DNT eating bacteria once the area has been decontaminated?
3. Bioremediation is a process by which microbes (bacteria) are used to enhance the natural biodegradation of toxic materials. There are two kinds of bioremediation; seeding and fertilization. Seeding introduces substance-degrading organisms into the system, and fertilization introducing nutrients, such as phosphorous or nitrogen, to spur the growth of naturally occurring organisms. Challenge your students to learn more about bioremediation by researching other situations in which it has been used. Working in small groups, have each group:
  1. Look at the websites below and select a specific bioremediation event to investigate.
  2. Research the answers to the following questions as they relate to the bioremediation event:
    - Who conducted the bioremediation? What equipment was involved?
    - What kinds of microbes were used? How did they function?
    - Were there any positive or negative side effects related to the microbes?
    - How successful was this clean up effort?
  3. Have each group share its information and, using DNT bioremediation as an example, discuss the risks and benefits of using living organisms to remove toxic waste.

**LINKS:**

<http://www.uscar.org/techno/bacteria.htm>

<http://www.geocities.com/CapeCanaveral/Lab/2094/bioremed.html>

<http://www.ra.utk.edu/ceb/proj5.htm>

<http://water.usgs.gov/wid/html/bioremed.html>  
<http://www.clu-in.org/>

### Science Desk Extra: Human Extinction

1. Who is Bill Joy? Why is Mr. Joy concerned about the evolution of modern technology? Who are Walter Freeman and Randy Katz? What do they think about Mr. Joy's assertions?
2. According to Bill Joy, "robotics, genetic engineering, and nanotechnology are threatening to make humans an endangered species." Refer groups of students to multimedia resources to learn more about these technologies. Have students identify the benefits and drawbacks associated with the development of robotics, genetic engineering, and nanotechnology. After groups share their findings, ask students: Do you think these new technologies need to be controlled? Why or why not? If so, how?
3. Challenge each student to write a short story that is set in 2100, where robots who think for themselves live and work alongside humans. Have each student describe what society might be like if robots were permitted to make all of their own decisions without human oversight. After students share their stories ask: Do you think technology will lead to the extinction of the human race?

### LINKS:

<http://www.wired.com/wired/archive/8.04/joy.html>  
<http://nanozine.com/>  
<http://www.frc.ri.cmu.edu/>  
<http://robotics.stanford.edu/>

### EDITOR'S NOTE:

munitions  
contaminant  
bacteria  
genetic engineering  
extinction  
proliferation  
mimic

### WORLDVIEW

#### Top of the World: Parlez Vous Cyber

1. What is the Internaut? What are some of the English Internet terms that the French Ministry of Finance Language Commission wants to have translated into French? Why? In your opinion, if these French terms are accepted how will it impact Internet users?
2. Have students discuss the different ways that the English language and American culture have permeated the culture of non-English speaking countries. How and why has this occurred? Have students consider the impact of air travel, television, radio and free market enterprise.
3. Inform students that "almost two-thirds of the world's Web traffic comes from the U.S." Then have them consider the ability of the Internet to influence and change cultures throughout the world. Ask students: Do you think these changes benefit individual nations and the global community? Why/why not? Do you think people should be concerned about English language dominance on the 'Net? Why/why not?
4. Refer students to online resources, including the websites below, to learn about Web-based translation tools. Instruct students to take passages that they have either written or know well, and let the tool translate it into another language. Then have the tool translate the passage back to English. Facilitate a discussion about the benefits and drawbacks of the translation

technology.

#### LINKS:

<http://babelfish.altavista.com/>  
<http://www.babylon.com/>  
<http://www.isoc.org/>  
<http://www.quiktrans.com/home.htm>  
<http://www.refer.org/textinte/df/>

#### Check it Out: Watch Camera

1. What is digital photography? How do the digital camera watch and the wrist audio player work? In your lifetime, how has technology played a role in the evolution of the camera and audio player? How much do the digital watch camera and wrist audio player cost? Why do you think Casio decided to develop these products?
2. Refer students to online resources to conduct a market analysis of digital cameras and audio players. Instruct students to identify the range of quality and cost for these types of products. After students share their findings, ask: Do you think Casio's digital wrist watch camera and wrist audio player are reasonably priced? Why/why not? Do you think the cost of these items will decrease in time? Explain. Why do you think people are willing to pay top dollar for new technologies? In your opinion, will the Casio camera watch and wrist audio player be big sellers? Explain.

#### LINKS:

<http://www.main-street-studio.com/>  
<http://www.photo-ink.com/>  
<http://www.idg.net/go.cgi?id=186573>  
<http://www.casio.com/>

#### Inside Asia: Japan PlayStation

1. What is the PlayStation2? What is DVD? Why do you think Sony chose to include a DVD in its PlayStation2? Do you think this was a good decision? Why/why not?
2. Refer small groups of students to multimedia resources to investigate the history of the Internet. Challenge students to determine how the World Wide Web (Web) is distinct from the Internet. After groups present their information, help your class create a timeline of the most important events and technological developments that are related to the development of the Internet and the Web. Then, ask students: What factors do you think drive the development of the Internet and the Web?

The PlayStation2 is an example of a new generation of game machines; It can play CDs and DVDs, and will include a browser that can support basic Web access. It will also support Internet-based multiplayer games. Do you think the new PlayStation will impact the future of computing? Explain. Give examples to support your opinion.

#### LINKS:

<http://www.cnn.com/2000/TECH/computing/03/24/gaming.future.idg/index.html>  
<http://www.idg.net/go.cgi?id=60413>  
<http://www.idg.net/go.cgi?id=60414>  
<http://www.mpeg.org/MPEG/dvd.html>  
<http://www.sony.com/SCA/press/march.30.1998.html>  
<http://www.sony.com/>

#### Artistry in Action: South Korean Dolls

1. Who is Kim Young-hee? How does she make her paper dolls? In what way does her art reflect



S. Korean culture? Why do you think her art is popular among people of all ages? How does Kim Young-hee's art contribute to the "environmental protection movement"?

2. Refer students to online resources to learn more about recycling and why it is important. Have students share their findings in a class discussion. Next, help students brainstorm a list of recyclable materials. Then, challenge students to create pieces of art using recycled or recyclable materials that they have collected. Have your students display their art pieces at your school as part of an exhibit to educate their peers about the importance of recycling.

**LINKS:**

<http://www.state.nm.us/MOIFAOnline/RecycledReSeen/RRtempindex.html>

<http://www.obviously.com/recycle/>

**EDITOR'S NOTE:**

Internaut  
linguistic  
megabyte  
download  
DVD videos

**NEWS CHRONICLE****Our World: Modern Day Fairy Tale**

1. Who is Elysse Evans? Where is she from? How did she acquire the scholarship to the Dance Theater of Harlem? How do Elysse and her family feel about the scholarship? What could prevent Elysse from accepting the scholarship? Do you think Elysse's parents should have imposed this condition? Why or why not? How might the scholarship impact Elysse's future?
2. What are family values? Describe the values that are shared by Elysse and her family? Do you think these values are important? Explain.
3. Thomas Jefferson once said: "I'm a great believer in luck, and I find the harder I work, the more I have of it." How does Elysse's situation illustrate this quote? Ask students to write papers describing examples from their own lives when they, or someone they have known, has "made their own luck." Have students share their papers and discuss.

**LINKS:**

<http://www.oup-usa.org/acadref/harlem.html>

<http://www.cnn.com/2000/US/04/03/microsoft/>

**EDITOR'S NOTE:**

Dance Theater of Harlem  
scholarship  
neoclassical ballet

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## CNN NEWSROOM Guide

April 7, 2000

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### ----- PROGRAM RUNDOWN -----

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:15... 01:15**

**TODAY'S NEWS ... 00:50...02:05**

**Top Story ... 04:45...06:50**

-Scientists decode the chemical makeup of a human being's genes.

-Mapping the human genome may have a major impact on the future of medicine.

**In the Headlines ... 00:45...07:35**

ELIAN'S FATHER ARRIVES IN U.S.

**DAILY DESK ... 00:40...08:15**

**Editor's Desk ... 07:45...16:00**

Musicals have changed dramatically over the years.

**WORLDVIEW ... 00:45...16:45**

**Culture Watch ... 04:30...21:15**

British museum directors issue a list of 350 art treasures that may have been stolen by Nazis.

**Inside Asia ... 03:00...24:15**

A Thai museum displays stolen Khmer art.

**NEWS CHRONICLE ... 00:40...24:55**

**Artistry in Action ... 02:45...27:40**

Nam June Paik is considered the godfather of video art.

**CNN NEWSROOM CLOSE ... 00:20... 28:00**

### ----- CNN NEWSROOM STORIES -----

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Human Genome**

1. Define the following terms: DNA, gene, cell, chromosome, protein and genome. What is the

Human Genome Project? What three steps are involved in mapping a human genome? Who is Craig Venter? What did his team of scientists recently accomplish? Why are some government scientists skeptical about the value of this accomplishment?

2. What are the potential benefits of human genome research? What is gene therapy? Give examples. How does gene therapy research complement the efforts of gene mapping? What will mapping the human genome mean for the future of medicine?
3. Generate a class discussion about the field of bioethics. What does "bioethics" mean? What are the social implications of sequencing the human genome? How are these issues similar to the issues associated with cloning? What sorts of safeguards, if any, do you think should be put in place to ensure that this information is not misused?
4. Current technological and scientific advances promise to extend the life spans of many individuals. Have students consider the benefits and drawbacks of living longer. Challenge each student to write a story that is set in the future, where gene therapy is part of routine medical care. Have each student describe what society might be like if no one died from disease.
5. Characteristics of living organisms such as diseases are usually established by systems or combinations of genes and not by one gene acting alone. How do you think this affects the level of complexity for scientists trying to figure out cause and effect relationships between certain genes and diseases?
6. Have your students simulate the second stage of the gene mapping process by creating and deciphering horizontal word lists without spaces. Have small groups of students start out by having their word lists form sentences such as: be an extraordinary person (Be an extraordinary person). After exchanging lists and figuring out the sentences, make this process harder by not having the words form sentences. Have a contest to see who can form the toughest list to decode. Then discuss how hard it would be if students were given letters of another alphabet with which to work, and explain how that would be similar to having to work with the DNA sequence alphabet.

**LINKS:**

<http://cnn.com/2000/HEALTH/04/06/genome.mapping/index.html>

<http://www.ncbi.nlm.nih.gov/genome/seq/>

<http://www.nhgri.nih.gov/>

[http://www.ornl.gov/TechResources/Human\\_Genome/home.html](http://www.ornl.gov/TechResources/Human_Genome/home.html)

<http://www.ornl.gov/hgmis/resource/elsi.html>

**EDITOR'S NOTE:**

DNA  
cell  
chromosome  
gene  
protein  
diagnostics  
gene therapy  
environment

**DAILY DESK****Editor's Desk: Musical Evolution**

1. What is the origin of American musicals? According to the video, which play is considered the first American musical? What are some titles of past great American musicals? Have you seen any of these musicals? If so, what did you like or dislike about the shows that you have seen?

2. What have been some of the developments and changes in American musicals? Why do you think that the public was shocked by "West Side Story" when it had certainly witnessed non-musical plays and films that included violence? What kind of musical style was introduced by "Jesus Christ Superstar"? In what ways are "sung through musicals" different from their predecessors?
3. Who is Andrew Lloyd Webber? In an interview, Mr. Webber said, "Theater is not a business you can quantify. In the end, there are no rules." What do you think he meant by that? Predict future topics and styles for the first musicals of the new millennium.
4. Write down the following musicals, producers and writers on separate pieces of paper: Jerome Kern, Oscar Hammerstein, "Show Boat," Harold Prince, George and Ira Gershwin, Cole Porter, Irving Berlin, Richard Rodgers, "Carousel," "The King and I," "The Sound of Music," "Oklahoma," Tommy Tune, "West Side Story," Stephen Sondheim, "A Chorus Line," "Hair," "Jesus Christ Superstar," Andrew Lloyd Webber, "The Phantom of the Opera," "Miss Saigon," "Evita," "Cats," "Rent," "The Lion King," "Beauty and the Beast," and "Ragtime." Mix up the cards. Depending on the number of students in your class, have each student or pair of students select one of the cards, and research the musical, composer, or writer that is listed. Direct them to websites and other sources that will give them information about their topic and provide graphics they can use for their presentations. Have them consider the following questions as they create their presentations:
  - From which era is the musical or the person? How might this historical period have influenced the production or the person?
  - What kind of musical did the person create? What is your opinion of the genre?
  - Has the person's work or the musical been produced as a film? Discuss the differences between seeing this kind of production on stage and on film.
  - Would the musical or the person's musical style be popular today? Why or why not?

**EXTENSION:** Bring in songs from some of the musicals mentioned in the news story. Have students listen and give their opinions on the musical qualities and how they contribute to the drama of the play.

**LINKS:**

<http://www.musicals.nu/>

<http://www.musicals101.com/>

<http://www.geocities.com/TelevisionCity/Studio/8849/moviemusicals.htm>

<http://disney.citeweb.net/en/>

**EDITOR'S NOTE:**

vaudeville  
Broadway  
choreography  
lyricist

**WORLDVIEW**

**Culture Watch: Nazi Loot**

1. Have students share what they know about WWII and the Holocaust. Who were the Nazis? What was "the greatest art theft in history"?
2. What list was recently published by British museum directors? Which artists' paintings are on the list? Why have the 350 paintings been described as having "uncertain provenance"? What steps need to be taken to prove that these 350 pieces of art were stolen?

3. Refer students to online resources, including the websites below, to identify the moral or legal issues that are associated with returning the art that may have once belonged to Jews and other victims of the Holocaust. Then ask: Do you think the stolen paintings identified by the British museum directors will ever be returned? Why or why not?
4. Share the following information with your class: According to experts, "the Nazis stole an estimated 600,000 pieces of art in Germany and other European nations -- 200,000 from Germany itself, an estimated 100,000 objects from Western Europe and 300,000 from Eastern Europe and parts of the former Soviet Union." Group students. Have each group select one of the countries from the last website below and prepare a presentation about what that nation is doing to help return stolen Holocaust-era art. Following the presentations ask your class: What else might the international community do to help resolve this matter?
5. Have students consult online sites and library resources to learn how the Holocaust affected the Jewish survivors and their families. Then have each student write a position paper discussing his/her opinion as to whether returning the stolen art is sufficient reparation for the Holocaust victims and their families. Direct students to substantiate their opinions with fact. Have students share their papers and discuss.

**LINKS:**

<http://www.cnn.com/2000/STYLE/arts/03/01/britain.naziart.ap/>

<http://www.cnn.com/US/9812/03/holocaust.conference/>

<http://www.nationalmuseums.org.uk/spoilation.html>

<http://remember.org/>

<http://www.nara.gov/research/assets/weblinks.html#intern>

**Inside Asia: Thai Stolen Art**

1. Locate Thailand and Cambodia on a world map. What is the origin of the Khmer artifacts that are on display at the Bangkok National Museum? Do you think the museum should display these artifacts? Why or why not? Why do you think there is a market for stolen artifacts?
2. For more than 500 years the city of Angkor in northwestern Cambodia was the capital of the Khmer Empire. "From the end of the 9th century until early in the 13th century, numerous large construction projects made Angkor one of the most impressive complexes of buildings in the world." Now, Angkor is the largest archeological project in Asia. Refer students to the websites below to learn more about the history of Cambodia and Angkor. What do the temples and sculptures of Angkor reveal about the history and culture of Cambodia and the Khmer Empire? Do students think it is important to preserve these artifacts? Why/why not?
3. The practice of stealing relics and historical artifacts has also been called "culture robbing." Introduce this term to students and ask them if they consider what is happening to Cambodia's temples "culture robbing." Then divide students into small groups and challenge each group to find another example of "culture robbing." The websites below should be of assistance. Have each group present its findings. Discuss what is lost when a cultural treasure is stolen and sold on the black market. As a class, brainstorm a list of strategies for preventing "culture robbing."

**LINKS:**

[http://sgwww.epfl.ch/BERGER/Angkor/Sculptures\\_eng/](http://sgwww.epfl.ch/BERGER/Angkor/Sculptures_eng/)

<http://coombs.anu.edu.au/WWWVL-AsianStudies.html>

<http://www.informationplease.com/ipa/A0107378.shtml>

[http://www.nando.net/newsroom/ntn/world/093095/world206\\_9.html](http://www.nando.net/newsroom/ntn/world/093095/world206_9.html)

[http://www.seattletimes.com/extra/browse/html98/altarti\\_010798.html](http://www.seattletimes.com/extra/browse/html98/altarti_010798.html)

**EDITOR'S NOTE:**



allies  
Vshnu  
Buddah  
Khmer

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## NEWS CHRONICLE

### Artistry in Action: Nam June Paik

1. Who is Nam June Paik? Where is he from? How has Mr. Paik influenced and transformed the "electronic moving image" into art? What museum is exhibiting his work? Describe some of Mr. Paik's installations that are being exhibited.
2. What is art? According to representatives from the Guggenheim Museum, "Mr. Paik represents the future direction for art." To better understand the meaning of this statement, refer students to online resources to learn more about the history of different art movements, including impressionism, modernism and avant-garde art. Have students identify the factors which initiated each of these art movements. Have students share their findings and discuss how technology might influence the future direction of art.
3. What are Mr. Paik's views on technology? How does his art reflect these views? As a class, discuss how television and the Internet have impacted civilization. Next, have each student formulate an opinion about whether or not technology has enhanced civilization. Then, challenge each student to create a piece of art, such as a sculpture, mobile, or painting, that illustrates his/her view. Have students share their creations and discuss.

### LINKS:

[http://www.guggenheim.org/new\\_york\\_index.html](http://www.guggenheim.org/new_york_index.html)  
<http://www.guggenheim.org/exhibitions/paik/index.html>  
<http://www.hart.bbk.ac.uk/VirtualLibrary.html>

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### EDITOR'S NOTE:

television  
art  
Korea  
technology

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**External websites are not endorsed by Turner Learning.**

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## CNN NEWSROOM Guide

April 10, 2000

When teachers use CNN NEWSROOM, they see news linked to the curriculum through discussion questions and activities. Enrollment is FREE. Call 1-800-344-6219 or enroll online at <http://turnerlearning.com/newsroom/enroll.html>.

### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:10...02:45

**Top Story** ... 02:20...05:05

Juan Miguel Gonzalez hopes to be reunited with his son soon.

**In the Headlines** ... 02:45...07:50

- President Eduard Shevardnadze wins a second term in the former Soviet republic of Georgia.
- In Greece, socialists win by a narrow margin.

**DAILY DESK** ... 00:50...08:40

**Environment Desk** ... 01:40...10:20

A U.S. federal task force proposes a plan to save coral reefs.

**Environmental Desk Extra: Elephant Poaching** ... 01:55...12:15

Elephant poaching has risen, according to animal rights groups.

**WORLDVIEW** ... 00:30...12:45

**Special Series** ... 02:00...14:45

Young people are a vital force around the globe.

**History of Childhood** ... 10:00...24:45

Childhood has not always been fun and games.

**NEWS CHRONICLE** ... 00:25...25:10

**U.S. Homeless** ... 02:30...27:40

A new shelter in California will give homeless dignity and a challenge.

CNN NEWSROOM CLOSE ... 00:20... 28:00

### ----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

**Top Story: Elian's Fate**

1. Who is Juan Miguel Gonzalez? What top U.S. government official is trying to reunite Mr. Gonzalez with his son, Elian? What circumstances are making this reunion difficult?
2. Why was it difficult for Mr. Gonzalez to come to the United States? Who else had he hoped to bring with him from Cuba to greet Elian? Why do you think that Fidel Castro and Mr. Gonzalez wanted these other people to go to the United States?
3. According the news story, Delfin Gonzalez wants to speak with Juan Miguel Gonzalez. Who is Delfin? What do you think he would say to Elian's father? Why do you think that Elian's relatives would prefer that Elian stay in the U.S. rather than returning to Cuba with his father?
4. The second and third websites listed below are highly charged editorial sites on each side of the issue. Ask students to learn more about the situation first from news sources, then to look over the two opinionated sites. Ask them to evaluate each site's argument in terms of factual information, emotional impact, logical fallacies, balance, and credibility. Discuss their assessments in class. Then challenge students to write essays stating their own opinions in the matter. Have them critique the site that backs their opinion, explaining which elements are strong and which ones they would change (and how they would change them) to further strengthen the appeal of the argument.

**LINKS:**

<http://www.cnn.com/interactive/us/0002/elian.whoswho/frameset.exclude.html>

<http://www.pathtofreedom.com/>

<http://www.capitalismmagazine.com/cuba/home.htm>

**In the Headlines: Elections in Georgia and Greece**

1. Who is Eduard Shevardnadze? What is the current economic state of Georgia? What difficulties has it seen in the past decade? What is Mr. Shevardnadze proposing to Georgian citizens? Do you think that he can accomplish his goals in a country of people who are skeptical of his abilities? Why do you think that he was elected so easily if many feel his government has performed poorly? Explain.
2. How close was the election in Greece? Who won? How do experts expect this close race to impact governance in Greece? Why might financial reform be especially hard to administer? What is the European Monetary System?

**LINKS:**

<http://www.cnn.com/2000/WORLD/europe/04/09/georgia.elect.02/index.html>

<http://www.cnn.com/2000/WORLD/europe/04/09/greece.elect.01.ap/index.html>

<http://cec.caixacatalunya.es/euro/int2eng.html>

**EDITOR'S NOTE:**

custody transfer

appeals process

diplomatic residence

Georgian nationalists

secessionist conflicts

unilateral

socialists

**DAILY DESK**

**Environment Desk: Coral Reefs**

1. What factors are jeopardizing the existence of coral reefs? What does the U.S. Federal Coral Reef Task Force recommend doing over the next 10 years to save declining coral reef populations? Do you think the plan will be approved? Why or why not? What is your opinion of the plan?
2. In what ways are coral reefs beneficial to humans, plants and animals? What do you think the reporter meant by the statement "...preserving coral reefs makes sense for the economy as well as the environment"? Do you agree? Why or why not?
3. According to the NEWSROOM video, increasing sea temperatures, which are due, in part, to global warming, pose a significant threat to coral reefs. So, if scientists could better understand and control increases in ocean water temperatures, then they could preserve a vast number of coral reefs. Challenge your students to identify why ocean water temperatures are increasing throughout the world. Refer small groups of students to multimedia resources, including the websites below, to find out:
  1. The ideal temperature for coral reefs
  2. What happens to coral when the water in which it lives increases in temperature
  3. The meaning of the term "coral bleaching," and how coral bleaching occurs
  4. The natural and human-related causes for the increase in ocean water temperatures.Create two columns on the board titled "Natural Causes" and "Human-Related Causes." As each group presents its information about why ocean temperature increases, list their responses under one of the two columns. After students share their findings, have each group select one cause from each list and prepare a solution for each problem. Have groups share their plans and discuss the efficiency, practicality and feasibility of each plan.

**LINKS:**

<http://www.greenpeace.org/pressreleases/climate/1999jul6.html>

<http://mbgnet.mobot.org/salt/coral/faq.htm>

[http://www.pbs.org/wgbh/nova/el\\_nino/reach/coral1.html](http://www.pbs.org/wgbh/nova/el_nino/reach/coral1.html)

[http://www.rwhs.net/coral\\_reefs.htm](http://www.rwhs.net/coral_reefs.htm)

[http://www.seaworld.org/coral\\_reefs/habdiscr.html](http://www.seaworld.org/coral_reefs/habdiscr.html)

<http://www.cnn.com/NATURE/9903/05/coral.reefs/>

**Environmental Desk Extra: Elephant Poaching**

1. What does the Environmental Investigation Agency say has happened to elephants since the ban on selling ivory was partially lifted? What does the Convention on International Trade in Endangered Species say? How might you account for the discrepancy? Who do you think is closer to the truth, and why?
2. What is CITES' position on selling elephant ivory? Do you think that allowing old ivory to be sold could have any impact on illegal poaching? Explain.
3. Ask students why they think that people are willing to purchase ivory when it could mean the extinction of elephants. Challenge students to create an educational campaign targeting potential clients that would prevent them from buying ivory, thus reducing the market and reducing elephant poaching. Have them present their ideas in class.

**LINKS:**

<http://eia-international.org/>

<http://www.bornfree.org.uk/stoptheclock/intro.htm>

<http://www.cites.org/CITES/eng/index.shtml>

<http://www.pbs.org/wnet/nature/elephants/>

**EDITOR'S NOTE:**

coral reef  
international ban

moratorium  
idyllic  
ivory  
poaching

## WORLDVIEW

### Special Series: Youth 2000: Overview

1. What do the global numbers tell us about the world's youth population? What is significant about the numbers? In what areas are young people a particular force? Why are activists urging everyone to focus on the welfare of young people?
2. Which countries have substantial youth populations? Divide the class into small groups, and have each group select one country to research. Direct each group to the third website below and other resources to determine, by the most current statistics, the percentage of young people (aged 15-24) in their chosen country. Have groups share their findings. Discuss how a substantial youth population could impact the culture, politics and economy of each country.

### LINKS:

<http://www.unfpa.org/modules/6billion/en/index.htm>

<http://www.unfpa.org/modules/6billion/populationissues/demographic.htm>

<http://geography.miningco.com/education/geography/gi/dynamic/offsite.htm?site=http://www.census.gov>

<http://geography.miningco.com/education/geography/msub24.htm>

### History of Childhood

1. How was the life expectancy of children different 200 years ago? In those days, what percent of children died before reaching adulthood? How were families more indulgent towards their children, even in ancient times?
2. What was life like for children at the turn of the previous millennium? With what hazards did children struggle for their survival during the Agricultural Age? According to historian Linda Pollack, when did the major milestones for children occur? What factors contributed to the decrease in child mortality? Why was the introduction of compulsory education significant?
3. In spite of the advances for children in the Industrial Age, there were new abuses. What were some of these abuses? Why did some cultures hold the belief that children had few, if any, rights?
4. How did the 20th century offer some improvements in the lives of children? Did these improvements benefit all children? Explain. Who was Anne Frank? Of what atrocity was she a victim? Despite the tragedy of her time, she displayed "undying optimism." Do you find this surprising, or do you agree that optimism is a trait of childhood? Explain.
5. What is the Convention on the Rights of the Child? When was it established? How were children's rights treated before the Convention? What needs, wants and wishes of children are universal and timeless?
6. Much of what we know about childhood throughout the ages we have compiled from the history and culture of the times. Have students work in groups to observe how children were regarded by examining art, literature, dress, and history of specific time periods. Have each group share its findings. Focus on the idea of children as "miniature adults," a belief that was held by many people until the last century. Inform students that there was even a "Children's Crusade" in which young children and teenagers were sent off from their homes in Europe to the Middle East to battle for the Holy Land. Discuss how this could have been so widely supported.



7. According to the video, "Children are not only going to carry on the legacies of society, but are going to change them." What is the meaning of this statement? Do you agree? Explain. Give examples to illustrate your position.
8. In the video we hear a brief passage from "The Diary of Anne Frank." Poll students to see how many have read this book and what they thought of it. If they have not read this book, have them read it or read "Zlata's Diary," a book that was written by a young girl who witnessed the recent atrocities in Bosnia. Have each student write an analysis of his/her chosen book. How might these accounts have been different had they been written by adults? How is a young person's perception of tragedy often different from that of an older person? Discuss.

**LINKS:**

<http://www.scils.rutgers.edu/special/kay/childhood.html>  
<http://www.goodstuff.prodigy.com/ig/earlych.htm>  
<http://www.socsci.kun.nl/ped/whp/histeduc/links09e.html>  
<http://www.socsci.kun.nl/ped/whp/histeduc/index2.html>  
[http://www.tulane.edu/~rouxbee/child\\_links.htm](http://www.tulane.edu/~rouxbee/child_links.htm)

**EDITOR'S NOTE:**

hunter gatherers  
anthropologist  
bubonic plague  
Industrial Age  
Anne Frank

**NEWS CHRONICLE****U.S. Homeless**

1. What does the first homeless shelter depicted in the story look like to you? Would you be comfortable staying there? Why or why not? How would you describe the new shelter that will open soon in Novato, California? Would you feel differently if you were staying there? Explain. Do you think it is a good idea to construct more of these kinds of shelters for the homeless? Why or why not?
2. According to the news story, the shelter has been built in Marlin County, one of the wealthiest counties in the U.S. Why do you think it has been built here? How would you feel if your home were next door to the new homeless shelter? Explain.
3. Describe the conditions under which a homeless person can receive a place to stay at the new homeless shelter. Do you think that the conditions are fair? Why or why not?
4. Direct students to the websites below and other resources to learn more about homelessness in the United States. Place students into four groups, and have each group investigate one of the four following areas:
  - who is homeless
  - what causes homelessness
  - how homelessness affects its victims
  - what can be done to help the homeless.

Have each group report back on its findings, and discuss the information in class. Ask each group to create a poster that includes the information they found. Hang the posters in an area where other students can learn from them.

**LINKS:**

<http://www.hud.gov/homeless.html>  
<http://nch.ari.net/>

<http://www.endhomelessness.org/>  
<http://www.nlchp.org/>

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**EDITOR'S NOTE:**

homeless shelter  
decommissioned  
encampment  
short-term goals  
long-term goals

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## **CNN NEWSROOM Guide**

**April 11, 2000**

**CNN NEWSROOM examines the role and structure of political parties in the April 18th installment of Democracy in America.**

### **----- PROGRAM RUNDOWN -----**

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:35... 01:35**

**TODAY'S NEWS ... 00:20...01:55**

**Top Story ... 06:00...07:55**

North and South Korean leaders announce their intention to meet.

**DAILY DESK ... 00:20...08:15**

**Health Desk ... 01:50...10:05**

A new study shows that many teenagers are at risk for developing hardening of the arteries.

**WORLDVIEW ... 00:20...10:25**

**Special Series ... 04:20...14:45**

In spite of improvements in the lives of children, much remains to be done.

**Children in the Workplace ... 02:35...17:20**

Child labor is a problem that is difficult to police.

**New GenerAsians ... 02:55...20:15**

Asia's young people are becoming influential consumers.

**British Teens ... 04:05...24:20**

British teens have a diverse range of interests to keep them busy in their spare time.

**NEWS CHRONICLE ... 00:30...24:50**

**Democracy in America ... 02:30...27:20**

The presidency is not the only political prize up for grabs in November.

**CNN NEWSROOM CLOSE ... 00:40... 28:00**

### **----- CNN NEWSROOM STORIES -----**

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Koreas Summit**

1. What is the DMZ? How is it "the last living monument to the Cold War"? Why are there still American military personnel there today? What event precipitated the Korean War? How did the war end?
2. Who was Kim Il Sung? What did he do that led to North Korea's "pariah" status among other nations? Who is North Korea's current leader? Why is he reaching out to South Korea?
3. Who is South Korea's current president? What has he done to try to open relations with the North? How has North Korea isolated itself throughout the years? Do you think the upcoming summit will lead to improved relations between North and South Korea? Explain.
4. This year marks the 50th anniversary of the beginning of the Korean War. Have students work in groups to learn more about this conflict, including its origins and American involvement in it. Share student findings. What was the Cold War? How was this conflict representative of the Cold War? What issues of the Cold War remain for the two Koreas to address? Discuss.
5. The CIA Factbook categorizes North Korea's government as a "communist state, one-man dictatorship." How does this compare to the political system of South Korea? Have groups of students research the two political systems and prepare side-by-side comparisons in the form of charts or narratives, to present to the class. As a class, discuss how each political system has created an economy that has either prospered or failed its citizens.

**LINKS:**

<http://cnn.com/2000/ASIANOW/east/04/10/korea.summit.02/index.html>

<http://www.kcna.co.jp/>

<http://www.odci.gov/cia/publications/factbook/kn.html>

<http://www.emulateme.com/koreasouth.htm>

**EDITOR'S NOTE:**

Kim Il Sung

Cold War

ballistic missiles

DMZ

Korean War

Kim Dae Jung

Sunshine Policy

**DAILY DESK****Health Desk: Teen Arteries**

1. What evidence suggests that many teenagers are at risk for developing heart disease? Why should teenagers be concerned about "thickening of the arteries"? What are some of the risk factors of heart disease? How can people prevent heart disease?
2. Atherosclerosis is one form of heart disease that may start in childhood. Challenge students to learn more about the origin, symptoms, and prevention of atherosclerosis and other forms of heart disease. Direct students to identify the statistics of heart disease in their country and answer questions such as: Where does heart disease rank in the leading causes of death? Have the figures risen or fallen in the past decade? What factors do you think account for the increase or decline? Students can then create posters either diagramming how arteries become restricted or focusing on how to prevent heart disease. Hang the posters in school halls to inform others about the dangers of heart disease.
3. Fast food, a main staple for many teenagers, has been linked to obesity and heart disease. As a

class, generate a list of the fast food restaurants in your area. Group students and have each group select a restaurant from the list. Challenge each group to analyze the nutritional content, including the fat and caloric content, of a cross section of the restaurant's menu. Many of the fast food chains have this information posted at their restaurants. Have each group determine which of the foods are better for your health. Direct students to share their findings and discuss.

**LINKS:**

<http://www.americanheart.org/>

<http://www.healthatoz.com/atoz/fitness/strengthtrain/stweight.asp>

[http://www.americanheart.org/Heart and Stroke A Z Guide/athero.html](http://www.americanheart.org/Heart_and_Stroke_A_Z_Guide/athero.html)

<http://www.kidshealth.org/parent/nutrition/exercise.html>

<http://www.cnn.com/2000/HEALTH/03/14/teen.arteries/index.html>

<http://www.midlifemommies.com/kidshape.html>

**EDITOR'S NOTE:**

risk factors

arteries

ultrasound

cholesterol

**WORLDVIEW****Special Series: Youth 2000: Children's Issues**

1. What is the goal of the Convention on the Rights of the Child? What standards and rights are included in the convention to improve the quality of life of children? Of 193 countries, how many have ratified this agreement?
2. How many children die each day from preventable diseases? In addition to this problem, what other problems need to be addressed for the world's children? What are some of the organizations that are trying to address these problems?
3. Carol Bellamy, UNICEF Executive Director, has said "A century that began with children having virtually no rights is ending with children having the most powerful legal instrument that not only recognizes but protects their human rights." Have your students read the text of this legal instrument, the Convention on the Rights of the Child, by consulting the first website below. Discuss the rights that are enumerated in this document. What makes the Convention a "powerful legal instrument"? What issues are not addressed in the convention?

**LINKS:**

<http://www.unicef.org/crc/crc.htm>

[http://www.otago.ac.nz/Web\\_menus/Dept\\_Homepages/CIC/CIC.html](http://www.otago.ac.nz/Web_menus/Dept_Homepages/CIC/CIC.html)

<http://www.childrensdefense.org/>

<http://www.safekids.org/>

**Children in the Workplace**

1. How does the Convention on the Rights of the Child deal with the problem of child labor? What actions can be taken against those who exploit children? Why is it difficult to stop and to punish those who engage in child labor?
2. Which countries have significant numbers of children in the workforce? Why could stopping child labor in these countries have disastrous effects? According to UNICEF, what is the key factor that



can help in the fight to protect the rights of children? Why is education so important in this fight?

3. Challenge your students to search the media and the Internet for accounts of exploitation of child labor, both in the past and present. Share student findings. Then ask students to assess the current child labor situation in their community: Is there any abuse of young workers? Discuss the role of national and state governments in preventing young worker abuse. Have students conduct research to learn more about the laws that protect young workers. Are there any exceptions, or "loopholes" in these laws? If so, what are they, and why do students think they were created?

**LINKS:**

<http://landow.stg.brown.edu/victorian/history/hist8.html>

<http://www.coopamerica.org/sweatshops/ssreport2.htm>

[http://www.lycos.com/business/cch/guidebook.html?docNumber=P05\\_4061](http://www.lycos.com/business/cch/guidebook.html?docNumber=P05_4061)

**New GenerAsians**

1. Who are the "New GenerAsians"? What is a new survey showing about their spending power? What forms of technology are "must-haves" for these young Asian consumers?
2. Where in Asia is interest in designer brands the highest? Besides their spending power, how else are young Asians influencing the consumer market? How is "pester power" significant when it comes to making household buying decisions?
3. Do students in your class think they wield a significant amount of "pester power," as some young Asians do? Ask how many have helped to make a recent household purchasing decision, from a brand of cereal to a brand of computer. In each case, what factors were behind that choice of brands? Discuss how marketers often use advertising approaches that appeal to young people as well as adults in the hope that "pester power" will work.

**LINKS:**

<http://www.escap-hrd.org/news/n11crisis.htm>

<http://cnn.com/ASIANOW/asiaweek/96/1025/feat2.html>

**British Teens**

1. What are some of the activities British teenagers pursue in their leisure time? Where do these teens get their spending money? About how much money do some British teens get from their parents each week? On what things do most of these teenagers spend their money?
2. How do the spending habits of male and female teens differ in Great Britain? Do you think these differences exist among teenagers where you live? Explain.
3. Challenge students to compare the spending habits of their peers to those of teenagers in Great Britain. Have small groups of students survey boys and girls their age to determine what they buy with their earnings or allowances. Share group findings. Refer students back to the video to compare their peers' spending habits with those of the British teens.
4. The websites below provide some ideas of the trends and interests of young people in the UK. Have students investigate these sites and discuss what they see. Then have each student write a letter to a fictitious student in the UK (or locate a real pen pal there, if possible) and talk about the similarities and differences between "what's hot" among teens in the U.S. and in the UK.

**LINKS:**

<http://www.the-junction.net/index.htm>

<http://www.interlink.org.nz/cool/links.html>

<http://www.ukmums.co.uk/kids/home.htm>

**EDITOR'S NOTE:**

sanctions

UNICEF

forced labor

ratified

exploitation

Convention on the Rights of the Child

**NEWS CHRONICLE****Democracy in America: Senate Battlegrounds**

1. How long is a term in the U.S. Senate? What are some of the tough Senate elections that political observers will be watching in November? How many Senate seats are up for election this year? Of these 33, how many are currently occupied by Republicans? How many are held by Democrats?
2. Why are Democrats optimistic about their chances of capturing more Senate seats? Which state is being called "the mother of all Senate face-offs"? Why? Who will be running for that seat? How could the presidential race be pivotal in determining which party gets control of the Senate? Do you think this could be a "sweep election"? Why or why not?
3. What are the constitutional requirements for election to the U.S. Senate? What powers does the Senate have? Direct students to consult copies of the U.S. Constitution for the answers to these questions. If students do not have textbooks that contain the text of the U.S. Constitution, they can consult the last website below. Share student findings, and list the powers of the Senate on the board. Why is party control of the Senate so important? What issues would the controlling party have the power to impact?
4. If there is an upcoming Senate election in your state, have students work in groups to profile the candidates and the issues. If not, have each group select another state's Senate race to profile. Ask groups to present their findings. Discuss to what extent, if any, the candidacies of Al Gore and George W. Bush could influence the outcome of each profiled Senate race.

**LINKS:**<http://www.capweb.net/classic/index.morph><http://www.rollcall.com/><http://cnn.com/2000/ALLPOLITICS/stories/04/10/mccain.hillary.ap/index.html>[http://www.constitution.org/constit\\_.htm](http://www.constitution.org/constit_.htm)**EDITOR'S NOTE:**

U.S. Senate

incumbent

Hillary Rodham Clinton

Rudy Giuliani

**External websites are not endorsed by Turner Learning.**

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## CNN NEWSROOM Guide

April 12, 2000

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### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:35... 01:35

**TODAY'S NEWS** ... 01:30...03:05

**Top Story** ... 02:30...05:35

Allegations of fraud surround Peru's latest presidential election.

**DAILY DESK** ... 01:00...06:35

**Business Desk** ... 01:30...08:05

The U.S. is running out of area code combinations.

**Turner Website Information** ... 00:45...08:50

Information on the CNN NEWSROOM Daily Classroom Guide

**WORLDVIEW** ... 00:30...09:20

**Special Series** ... 05:30...14:50

The year 2000 marks a milestone in children's health and welfare.

**Romania's Street Kids** ... 03:05...17:55

Romania's street kids are the product of a failed political system.

**Illegal Minors** ... 02:45...20:40

Many children who enter the U.S. illegally are held in juvenile jails.

**Soweto Youth Symphony** ... 03:25...24:05

A youth symphony gives new hope to the children of Soweto.

**NEWS CHRONICLE** ... 00:30...24:35

**Sports Page: Young Golfer** ... 02:30...27:05

Meet a 12-year old golfing champion.

**CNN NEWSROOM CLOSE** ... 00:55... 28:00

### ----- CNN NEWSROOM STORIES -----

**CNN NEWSROOM OPEN**

## TODAY'S NEWS

### Top Story: Peru Election

1. Who is Alberto Fujimori? What distinction does he hold among leaders in the Southern Hemisphere? Why is there controversy surrounding his re-election? Who is Mr. Fujimori's rival in this political contest? What is fraud? Describe the allegations of fraud being made against Mr. Fujimori in this election.
2. How does opposition candidate Alejandro Toledo plan to respond if it is announced that Alberto Fujimori won on the first ballot? How have Mr. Toledo's supporters reacted to the possible fraud? Why do you think that none of the country's television networks reported their protests? Whose help is the Toledo campaign seeking to "respect the process" of democracy? Do you think the military is likely to help Mr. Toledo? Why or why not? How might the battle for Peru's presidency be waged "in the streets"?
3. Challenge your students to learn more about the government and history of Peru. Have students work in groups to consult the Internet and other resources for information on Peru's culture, its past, and its current political system. Share group findings. According to Time magazine, "More than one third of Peru's population now receives daily meals and milk from the government." Discuss how the current government is using economic power to bolster its political stance among the people. Would students classify Peru as a democratic republic, or as another form of government? Discuss.
4. Review the allegations of fraud that have been leveled in this election. Then ask your students to consider whether they believe fraud occurs in local and/or national elections where they live. Invite a local election official to explain the balloting process in your community, how ballots are handled (if paper ballots or punchcards are used) and how officials try to prevent fraud. Conclude by having students write essays in response to the question: How does electoral fraud weaken the political process?

### LINKS:

[http://cnn.com/2000/WORLD/americas/04/10/peru4\\_10.a.tm/index.html](http://cnn.com/2000/WORLD/americas/04/10/peru4_10.a.tm/index.html)

<http://www.odci.gov/cia/publications/factbook/pe.html>

<http://www.peruonline.com/>

<http://www.gksoft.com/govt/en/pe.html>

<http://www.ddg.com/LIS/aurelia/peru.htm>

### EDITOR'S NOTE:

Alberto Fujimori  
Alejandro Toledo  
opposition  
fraud  
tampering  
legitimacy

### DAILY DESK

#### Business Desk: Area Code Shortage

1. What is the FCC? What is the source of its authority? Over what sector of the economy does the FCC have jurisdiction? Why is the FCC getting involved in the distribution of telephone numbers?
2. What is ten digit dialing? Is ten digit dialing necessary in your area? Why has it become a necessity in some places? What is the FCC doing to slow the need for more ten digit dialing?

3. It may be difficult for students to comprehend the possibility of running out of area codes and phone numbers. To help them understand this problem, send them to the second website below for facts on U.S. area codes and phone numbers. Have students determine:
  1. How many usable area codes there are in the U.S. (680)
  2. How many phone number combinations there are per area code in the U.S. (7,920,000)
  3. What limitations there are on phone numbers (they cannot start with "0," "1," or "911.")
 Discuss how these facts and the block system of assigning numbers impact the possible number/area code combinations in the U.S., and why the FCC's actions are warranted.
4. Generate a class discussion about the role of the FCC in the telecommunications industry, and specifically, its role in this case. Then ask students to give examples of other government agencies that play a role in the U.S. economy. List these examples (such as the FDA, FTC and OSHA) on the board. Have students consult the Internet to find the homepages for these agencies and determine what the function of each agency is. Why is government intervention often needed in a free market economy? Discuss.

**LINKS:**

<http://www.fcc.gov/>

[http://www.fcc.gov/Bureaus/Common\\_Carrier/Factsheets/areacode.html](http://www.fcc.gov/Bureaus/Common_Carrier/Factsheets/areacode.html)

<http://www.fcc.gov/aboutus.html>

[http://www.fcc.gov/Bureaus/Common\\_Carrier/News\\_Releases/2000/nrcc0018.html](http://www.fcc.gov/Bureaus/Common_Carrier/News_Releases/2000/nrcc0018.html)

<http://www.prodigal.com/codes1.html>

**EDITOR'S NOTE:**

area code

FCC

utility commissioner

ten digit dialing

**WORLDVIEW****Special Series: Youth 2000: Children's Hazards and Health**

1. As of this year, how many countries have agreed to ban child soldiers? According to the agreement, what is the age limit for combat soldiers? At what age can a child voluntarily serve to fight?
2. What is life like for children in Angola? How has the civil war impacted their lives? Why are there more "emergency countries" now, than at anytime since World War II? What are some of these emergency countries? Relate what you know about the recent violence occurring in these countries.
3. Besides war, what other problems contribute to the global suffering that most often impacts children? What infectious diseases are a problem? What disease trend is especially problematic for children? How could the spread of HIV/AIDS affect 40 million children in Asia and Africa by 2010?
4. Inform students that although progress has been made towards eradicating some diseases and improving people's life spans, there are other threats to children, even in industrialized countries. Challenge students to generate a list of these threats. Next, have students identify which of these threats are problems in their community. Group students. Have each group select a problem from the list and research what is being done to address the problem. After each group has shared its information, ask the class to determine if the interventions are effective, and if not, what else might be done to resolve the problem.



**LINKS:**<http://www.unicef.org/sowc96/2csoldrs.htm><http://www.hrw.org/hrw/campaigns/crp/facts.htm><http://www.who.org/><http://www.globalissues.org/Geopolitics/Children.asp><http://www.hrw.org/hrw/campaigns/crp/crp-map.htm><http://www.ldb.org/vl/index.htm>**Romania's Street Kids**

1. Where do ten-year old Vali and his brother Marius live? Where do they spend most of their time? How did Romania's previous political system contribute to its current street kids' problem? Why doesn't child abandonment carry a social stigma among Romanians?
2. How has the Romanian government changed its attitude on child protection? According to the social worker interviewed in the video, how can a lack of attention to this problem cause greater problems in the future? At the end of the story the journalist sees Marius and Vali. He buys them food and says, "We walk away. There is nothing else we can do." Would you have done anything differently if you were in his position? Explain.
3. How much do your students know about the recent political and economic history of Romania? After the collapse of the Soviet Bloc in 1989-91, Romania was left with an obsolete factory and industrial base, and a nearly useless economy. Have students work in groups to learn more about Romania, before and after the collapse of the Soviet Union. After students share their findings, ask: How has the transition from communism impacted the lives of Romanians? What benefits and downsides are Romanians currently experiencing as a result of this transition? What political, social and economic factors have led to the street kids' crisis in Romania?

**LINKS:**<http://www.peacecorps.gov/countries/romania/><http://romania.faithweb.com/veritas.htm><http://www.ldb.org/vl/geo/europe/4rom.htm><http://www.streetkids.org/index.html><http://www.odci.gov/cia/publications/factbook/ro.html>**Illegal Minors**

1. What is International Educational Services? How does this shelter help children who have entered the U.S. alone? How would you describe the emotional state of these children? Why do you think they experience a high level of anxiety?
2. According to the INS, why did approximately 2000 unaccompanied minors spend about a month in juvenile jails, even though they committed no crime? What was their only infraction? In your opinion, were these unaccompanied minors treated like criminals? Do you think the treatment of these minors was justified or unnecessary? Explain.
3. What is the INS? Have students research the history of this agency and its role in protecting U.S. borders, and share their information. Discuss the reasons why countries protect their borders, and how the INS goes about this task in the U.S.
4. Immigration, legal and illegal, has been the subject of debate in the U.S. since the nation was founded. Where do your students stand on the issue? Have students work in groups to research the debate over immigration and its history, and share their findings. Pose these questions for class discussion:
  - o Should the U.S. limit the numbers of people who want to enter the country?
  - o If some students support immigration quotas, on what criteria should these quotas be based?
  - o Should anyone be given "preferential treatment" in admittance to the U.S.? If so, who?

- Should anyone be refused admission? If so, who, and under what circumstances?
- What should be done with individuals, including minors, who enter the U.S. illegally due to dire circumstances?

After the discussion, direct each student to write a position paper on the issue of immigration and what he/she believes should be done to insure that the process is fair.

#### LINKS:

<http://www.cnn.co.uk/ALLPOLITICS/1998/06/13/clinton.immigration/>

<http://www.usbc.org/>

<http://www.ins.usdoj.gov/graphics/index.htm>

#### Soweto Youth Symphony

1. Explain how music is keeping some children of Soweto off the streets. What tragedies have the children faced in their community? When and how did Rosemary Nalden start her school? How does the school give its students a sense of accomplishment and pride?
2. Director Rosemary Nalden says her program is "competing with the environment." What does she mean? Challenge your students to learn more about the lives of Soweto's children. First, locate Soweto on a world map. Ask students to share what they know about the recent political history of South Africa. Next, have them use the Internet and other resources to examine the history and culture of Soweto. Discuss the environment in which many of Soweto's children live. What daily obstacles to their emotional and physical well-being do the children of Soweto encounter? In what way do programs like the youth symphony help children in these situations to overcome the problems in their lives?

#### LINKS:

<http://www.warchild.org/projects/soweto.html>

[http://www.globalmusic.com/Soweto\\_String\\_Quartet.html](http://www.globalmusic.com/Soweto_String_Quartet.html)

[http://www.africana.com/tt\\_011.htm](http://www.africana.com/tt_011.htm)

#### EDITOR'S NOTE:

infectious diseases

life span

Romania

protocol

stigma

INS

bereavement

township

#### NEWS CHRONICLE

##### Sports Page: Young Golfer

1. In what sport does Martha Burkhard excel? What championship did she recently win? What is so significant about this victory?
2. How does Martha react to the pressure of tournament play? How does she react to her father's advice? Why do you think the LPGA refused Martha's request to play? Was she disappointed? Explain. According to those close to her, why might Martha's age actually be to her advantage?
3. Many young people have taken up the sport of golf thanks to the influence of young professionals like Tiger Woods. Challenge your students to learn more about other young athletes and their contributions to their sports. Have each student locate information on a young athlete and write an article that might appear in a local newspaper about that athlete's achievements and

his/her contributions to the sport.

**LINKS:**

<http://www.najg.org/>

[http://ads.canoe.ca/GolfUpdate/jun6\\_startyoung.html](http://ads.canoe.ca/GolfUpdate/jun6_startyoung.html)

<http://www.gjor.com/bookstor/golflink.html>

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**EDITOR'S NOTE:**

golf

Martha Burkhard

LPGA

Tiger Woods

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## CNN NEWSROOM Guide

April 13, 2000

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### ----- PROGRAM RUNDOWN -----

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:35... 01:35**

**TODAY'S NEWS ... 01:00...02:35**

**Top Story ... 03:00...05:35**

Washington D.C. is the site of a new round of protests involving world trade.

**DAILY DESK ... 00:45...06:20**

**Science Desk ... 02:30...08:50**

Scientists attempt to produce the first cloned dog.

**WORLDVIEW ... 00:30...09:20**

**Special Series ... 03:10...12:30**

Poverty knows no age limits.

**Cambodia Child Labor ... 02:00...14:30**

Child labor laws in Cambodia are rarely enforced.

**Indonesia Lost Generation ... 01:40...16:10**

Indonesia's violent history and poor economy could result in a "lost generation."

**Growing Up Alone ... 03:00...19:10**

Poverty, AIDS and war are leaving a legacy of orphans worldwide.

**Mexico Poverty ... 01:40...20:50**

Millions of Mexican children live in extreme poverty.

**Kenya Street Kids ... 02:40...23:30**

Art is helping some of Kenya's street kids turn their lives around.

**Turner Website Information ... 00:45...24:15**

Information on the CNN NEWSROOM Daily Classroom Guide

**NEWS CHRONICLE ... 00:25...24:40**

**Student Bureau ... 02:20...27:00**

Some college students engage in activism to make their opinions known.

**CNN NEWSROOM CLOSE ... 01:00... 28:00**

## ----- CNN NEWSROOM STORIES -----

### CNN NEWSROOM OPEN

#### TODAY'S NEWS

#### Top Story: Washington Protests

1. Why are thousands of protesters gathering outside the U.S. Capitol building? What is "NTR" status? Which nation does the Clinton Administration want to award this status? Why are some opposed to Normal Trade Relations between the U.S. and China? Why are protesters outside the headquarters of the International Monetary Fund and the World Bank? What happened in Seattle a year ago when protesters staged similar rallies?
2. When and why were the International Monetary Fund and the World Bank created? Explain how the IMF is like a credit union. Why are some protesting against the IMF? Why does the IMF have to put conditions on its loans? How is the World Fund different in its funding? Why are some critical of the World Bank?
3. Direct students to the first website below to learn more about the Normal Trade Relations status and the reasons why the Clinton Administration supports this status for China. Then have students consider the reasons why some oppose this status (e.g., alleged human rights and trade abuses) and conduct research to learn more about the arguments against NTR status for China. Have students share their findings. Challenge each student to write an opinion paper, supported by facts, that favors or rejects NTR status for China.
4. Critics accuse the IMF of putting too many conditions on its loans. What kinds of conditions do lenders attach to their loans, and why? Ask a local banker to address the class on the requirements for borrowing money for different purposes. Do students think these requirements are fair? Why or why not? Refer students back to the criticisms of the IMF voiced in the video. What loan conditions might protesters perceive as "unfair"? Why? Do students think it is unreasonable for the IMF to attach conditions to its loans? Discuss.
5. According to the World Bank, the proportion of the world's population living in extreme poverty (defined as living on less than \$1.00 per day) has fallen, from 28% in 1987 to 24% in 1998. What factors do students think are responsible for this improvement in the global quality of life? Have students work in groups to research the international community's efforts toward eradicating poverty and share their findings. To what extent do students think the IMF and the World Bank are responsible for the improvement? Have any initiatives by the IMF and the World Bank resulted in failure? Discuss.

#### LINKS:

<http://www.uschamber.com/policy/531/chinamain.htm>

<http://www.worldbank.org/>

<http://www.imf.org/>

<http://www.worldbank.org/poverty/mission/up3.htm>

<http://cnn.com/2000/ALLPOLITICS/stories/04/12/labor.china/index.html>

#### EDITOR'S NOTE:

Normal Trade Relations

World Bank

International Monetary Fund



## DAILY DESK

### Science Desk: First Pet Clone

1. What is the "Missyplicity Project?" What are the attributes that Missy's owners feel make her "one of a kind?" When do researchers believe they will be able to successfully generate the clone? Where will it take place? What is the "Genetic Savings and Clone?" How much does its DNA preservation process cost? Who is most likely to use its services?
2. What is the current concern with cloning dogs? What irregularities have occurred in cloned cattle? Do you think these irregularities will occur in cloned dogs? Explain. Do you think a clone's personality will always be the same as its original? Why or why not? Do you think the benefits of cloning animals outweigh the risks? Explain.
3. Challenge your students to better understand the ethical dilemmas involved in cloning research and practice. Conduct a class discussion to insure that your students understand the meaning of the word "ethical." Draw a line down the center of the classroom with tape or chalk. Identify each side of the line as being either the "yes" side or the "no" side. For each question below, ask each student to move to the side that represents his/her opinion. After you pose each question, allow for discussion and persuasive arguments from both sides. Students may change sides as often as their opinions change.
  - o Questions:
    - Is it ethical to clone Missy while Missy is alive?
    - Is it ethical to clone Missy after Missy has died?
    - Is it ethical to clone Missy for the purposes of creating and selling a superior breed of dog?
    - Is it ethical to clone a dog to make replacement body parts available for the original dog?
    - Is there an ethical difference between cloning a dog and cloning a human?

### LINKS:

<http://www.missyplicity.com/>

[http://www.timeforkids.com/TFK/archive/980911/v4n01\\_missy\\_missy.html](http://www.timeforkids.com/TFK/archive/980911/v4n01_missy_missy.html)

<http://www.lazaron.com/>

<http://students.washington.edu/radin/explain.htm>

### EDITOR'S NOTE:

clone  
genes

## WORLDVIEW

### Special Series: Youth 2000: Poverty

1. According to the video, what fraction of the world's population lives in poverty? Of this number, how many are children? Why does poverty take a disproportionate toll on children? What is the leading cause of retardation in the world? How can it be prevented? What does this cost? What are some things that kids can do to help other kids who live in poverty?
2. In the U.S. in 1999, there were approximately 6.4 million children in families struggling to get by on incomes less than one-half the poverty line. In real numbers, this means a family of three would be trying to feed, clothe, and house its members for less than \$6400 a year! Challenge your students

to find information on average housing, food and clothing costs in your area per month and share this information with the class. Multiply these estimates by 12 to get annual figures, and add them together. How does this number compare to the \$6400 that 6.4 American families live on each year?

**LINKS:**

<http://www.childrensdefense.org/>

<http://childstats.gov/ac1999/econtxt.asp>

<http://www.unicef.org/>

**Cambodia Child Labor**

1. What does 12-year old Kim Ratama do to help support her family? What are some of the jobs other children do in Cambodia's capital? Does Cambodia have laws against child labor? Why do you think the laws are not enforced?
2. According to the United Nations, what is the only way to end child labor? How will providing skill training and employment to parents benefit children and their families?
3. What do your students know about child labor? Test their knowledge by having them take the child labor quiz at the UNICEF website (first website) below. Generate a class discussion about child labor and its physical and mental impact on the children who are forced to work. Ask students: How would society and the economy be affected if the future generation of children grows up without proper access to education?

**LINKS:**

<http://www.unicef.org/>

<http://www.ilo.org/public/english/comp/child/intro/>

<http://www.ilo.org/public/english/comp/child/text/index.htm>

[http://www.geocities.com/SoHo/2703/because\\_free\\_the\\_children.html](http://www.geocities.com/SoHo/2703/because_free_the_children.html)

**Indonesia Lost Generation**

1. How is violence affecting the lives of Indonesia's children? Why is making it to a refugee camp no guarantee of survival? What challenges do children face at the camps? How is the violence taking a psychological toll on these children?
2. Why are children in Jakarta and other Indonesian cities dropping out of school? What are they doing to support themselves and their families? Why are UNICEF officials warning others about the possibility of a "lost generation" in Indonesia?
3. According to a recent UNICEF survey, the malnutrition rate in Java is about 10 times higher than that of other areas. How does malnutrition affect the human body? Inform students that many people in this region suffer from a lack of Vitamin A, iron, and iodine. Have students work in groups to determine the physical complications resulting from these deficiencies, and share their information with the class. Are there any foods/produce found near Java that could remedy these deficiencies? If so, how should the issue of malnutrition be addressed?

**LINKS:**

<http://www.odci.gov/cia/publications/factbook/id.html>

<http://indonesia.elga.net.id/>

<http://www.geocities.com/CapitolHill/3639/main.html>

<http://www.interlog.com/~cafet/news/malnutrition.html>

<http://www.unicef.org/sowc98/>

**Growing Up Alone**

1. What is the "trilogy of tragedy" that is causing millions of the world's children to become orphans? What is the underlying cause of their pain? Explain how acute poverty leads to other problems that result in so many of the world's children growing up alone.
2. According to UNAIDS, AIDS now kills ten times as many people in Africa as does war. In this video we hear about the toll HIV/AIDS is taking on Africa's population, and specifically its effect on Africa's children. Ask your students to think beyond the immediate tragedies that are occurring in Africa because of AIDS. Have students work in groups to come up with the long-term political, social and economic costs of AIDS. Share group ideas. Have each student use this information to write a persuasive essay convincing international leaders to commit more resources to conquering the AIDS epidemic.

**LINKS:**

<http://www.savethechildren.org/>  
<http://gbgm-umc.org/programs/aidsafrica/orphans.html>  
<http://gbgm-umc.org/programs/aidsafrica/security.stm>  
<http://www.worldbank.org/html/extdr/hivaids/>  
<http://www.hartford-hwp.com/archives/30/035.html>

**Mexico Poverty**

1. Where was Jesus Fabian raised? What was his life like on the streets of Mexico City? What changed his life? What is Casa Alianza?
2. How does Jesus Fabian exemplify one of Mexico's most pressing problems? How has the health of Mexican children improved during the last few years? Once these children survive birth and their early years, how do their prospects for survival change? The UNICEF representative speaks of the desire to have Mexico's children "survive with quality." What does this mean? What is the key to a better life for Mexico's children?
3. Many children's rights advocates say that the state of Mexico's economy is to blame for the poverty that envelopes the lives of millions of its children. Challenge your students to gather information on Mexico's economy and discuss the impact that this data has on everyday life in Mexico. Then divide the class into small groups. Based on the information gathered and the ideas presented in discussion, have each group generate a list of recommendations aimed at improving Mexico's economy. Ask students: Should Mexico's government, international investors, and/or the international community get involved in turning Mexico's economy around? If so, how might these interventions ultimately benefit the next generation of Mexican citizens and other countries?

**LINKS:**

<http://www.casa-alianza.org/EN/index-en.shtml>  
<http://www.worldtrek.org/odyssey/mexico/81498/mexmaking.html>  
<http://www.emulateme.com/mexico.htm>

**Kenya Street Kids**

1. Why do thousands of children live on Kenya's streets? Who is Rachel Alwala? How does her organization help these children?
2. How did 16-year old Jale turn his life around? What is his inspiration? How does the Childlife Trust center help young people like Jale both emotionally and economically? How might the skills that young people develop at the center help them to earn a living?
3. What economic and political factors are contributing to Kenya's street kids problem? Have students work in groups to research Kenya's political and economic systems and some of the problems its leaders face. Share group findings. Discuss the political and economic changes that will have to take place to improve the quality of life for Kenya's children.

**LINKS:**<http://www.africanews.org/PANA/news/19990920/feat8.html><http://www.cdx.org/><http://www.seekgod.org/streetkids/links.html><http://www.odci.gov/cia/publications/factbook/ke.html>**EDITOR'S NOTE:**

poverty

UNICEF

iodine

Cambodia

child labor

malnutrition

Jakarta

orphan

**NEWS CHRONICLE****Student Bureau: Student Protest**

1. Who is Damon Hall? How is he like other college students? How is he different from many of them? Why are he and some other students planning to protest against the World Bank and the International Monetary Fund? What did he and his friends experience when they protested at the World Trade Organization meetings in Seattle? What "mixed feelings" do they have about protesting in Washington, D.C.?
2. In what ways are activists often stereotyped? Do you feel these stereotypes are justified or unfair? Explain. How are these activist students "unconventional"? Why do you think that some don't agree with the student activists' methods? Do you? Explain.
3. Protesting has always been a part of the American culture, from the Boston Tea Party in the days of Colonial America to the sit-ins of the 1960s to the rallies and protests occurring today. Lead a class brainstorming sessions to generate a list of ways that people protest. Some examples of protesting might include boycotts, letter-writing campaigns, rallies, sit-ins, marches, candlelight vigils, voting, and the like. Write the class list on the board. Next, have students consult the media or the Internet to locate issues of interest to them. Have each student choose one issue about which he or she has a strong opinion. Direct each student to prepare a paper or oral report on what method of protest would be most effective in impacting public policy on that issue, and why.

**EXTENSION:** Refer students back to the video: Do they think the students' form of protest is the most effective way of influencing the IMF and World Bank? Why or why not?

**LINKS:**<http://www.amercris.org/paclist.htm><http://www.protest.net/><http://www.rockinwoman.com/protest.html><http://tlc.ai.org/rights.htm>**EDITOR'S NOTE:**

activism

multinational corporations

protest

social change

public sympathy

unconventional

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## CNN NEWSROOM Guide

April 14, 2000

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### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:35...02:10

**Top Story** ... 02:50...05:00

The standoff continues in the Elian Gonzalez case.

**In the Headlines** ... 01:00...06:00

D.C. DEMONSTRATIONS...

PERU RUNOFF...

KOREA SUMMIT AND ELECTIONS...

DAILY DESK ... 00:20...06:20

**Editor's Desk** ... 01:50...08:10

*Life* magazine will no longer be published on a regular basis.

**Turner Website Information** ... 00:45...08:55

Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:30...09:25

**Special Series** ... 04:00...13:25

Experts say that education would improve the lives of millions of the world's children.

**China Teens** ... 03:45...17:10

China's teens have grown up in world far different from that of their parents.

**Bangladesh Children** ... 02:25...19:35

Most children in Bangladesh cannot afford to make education a priority.

**Taliban Education** ... 02:50...22:25

Afghanistan's ruling Taliban eases its restrictions on educating girls.

**Thailand World Kids** ... 02:40...25:05

Thailand hosts a "children's parliament."

NEWS CHRONICLE ... 00:20...25:25

**Our World** ... 02:05...27:30

There's victory and defeat for humans and non-humans in botball.

**CNN NEWSROOM CLOSE ... 00:30... 28:00**

**----- CNN NEWSROOM STORIES -----**

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Top Story: Elian's Fate**

1. What was supposed to happen yesterday at 2:00 p.m. in the Elian Gonzalez case? Why didn't this transfer take place? According to the video, why did U.S. Attorney General Janet Reno want Elian and his Miami relatives to fly to Washington D.C.? Why did the relatives reject this plan?
2. How did Attorney General Janet Reno react to Elian's relative's defiance of the INS order? What do you think she meant when she said, "I am prepared to enforce the law"? Do you think she will send U.S. Marshalls into Elian's Miami home to get him? Explain.
3. What action by a federal judge has allowed Elian to stay in the U.S. temporarily? What is an injunction? Invite a local attorney (if possible, one who specializes in immigration law) to address your class on some of the legal maneuvers being used by both sides in this case. According to the Immigration and Naturalization Service, there are only five permitted grounds for granting asylum. They are: "race, religion, nationality, membership in a particular group or political opinion." In Attorney General Reno's decision she indicates that Elian Gonzalez is not eligible for asylum. Ask the visiting attorney to explain the government's rationale.
4. As the events unfolded yesterday, an airplane tailing a message banner flew overhead. The message read, "This is not about a father's rights, it's about freedom." Read this quote to our students and have them write essays explaining whether they agree or disagree with that message. Share and discuss students' views.

**LINKS:**

<http://cnn.com/2000/US/04/13/cuba.boy.08/index.html>

<http://www.ins.usdoj.gov/graphics/index.htm>

<http://libertyforelian.org/>

**In the Headlines: News Updates**

1. Why are thousands of protesters in Washington, D.C.? Why are the two major candidates in Peru's presidential election going to face each other in a runoff? What happened in South Korea's parliamentary elections? Divide the class into small groups. Have each group of students use questions like these to create a quiz game on the news of this past week. Direct students to the Daily Classroom Guides from this week for additional questions about the stories that CNN NEWSROOM brought them throughout the week. Have each group present its game and allow another group the chance to play.

**LINKS:**

[http://cnnfn.com/2000/04/13/economy/imf\\_protests/](http://cnnfn.com/2000/04/13/economy/imf_protests/)

<http://cnn.com/2000/WORLD/americas/04/12/peru.elections.03/index.html>

<http://www.cnn.com/ASIANOW/asiaweek/intelligence/2000/04/12/>

<http://www.cnn.com/2000/ASIANOW/east/04/12/skorea.election/index.html>

**EDITOR'S NOTE:**

Elian Gonzalez  
Janet Reno  
Little Havana  
injunction  
Federal Appeals Court

**DAILY DESK****Editor's Desk: *Life* Magazine**

1. How old is *Life* magazine? Why have the publishers decided to stop publishing the magazine on a regular basis? What are some of the events that have been captured within the pages of *Life* magazine? Why is *Life* magazine famous?
2. What magazines do you read? Have you ever read *Life* magazine? Why or why not? If so, will you miss reading the magazine on a regular basis? Explain. Is "*Life*" an appropriate name for the publication? Why or why not? What is a "general interest magazine"? Why do you think these types of publications have become less popular? Can you think of any current general interest magazines that remain popular? Why do you think these magazines continue to have a wide circulation?
3. What is photojournalism? You have probably heard the saying, "A picture is worth a thousand words." What is the meaning of this statement? What are the similarities and differences between using photographs and words to tell a news story? Which medium do you think has a greater impact on the reader? Why?
4. Many photographers who work in crisis zones are compelled to do their work so that the world can see for itself and be moved to help. Dan Eldon was one such photojournalist, who, while on assignment, was killed at the age of 22 by an angry mob in Somalia. Mr. Eldon's images of the famine and civil war in Somalia helped to "shock the world into action." Think about the images you saw in the video: In what ways could they shape public opinion and policy?
5. Direct students to find photos from newspapers or magazines that they find particularly powerful or moving. Have each student paste his/her photo on a posterboard, and write a description of the event and his/her reaction to the event on the poster. Exhibit the posters in your classroom. After students have viewed the posters, pose the following questions to your class: Why do people become photojournalists? What are the components of effective photojournalism? In what ways can a photojournalist's pictures influence those who see it?

**LINKS:**

<http://www.lifemag.com/Life/>  
[http://tbssuperstation.com/d\\_sunday/dying/html/frameset\\_4.htm](http://tbssuperstation.com/d_sunday/dying/html/frameset_4.htm)  
<http://www.nytimes.com/bosnia/>  
<http://www.digitalstoryteller.com/YITL/>

**EDITOR'S NOTE:**

*Life* magazine  
sustainable  
New Deal  
F.D.R.  
nostalgia  
milestones

**WORLDVIEW**

**Special Series: Youth 2000: Education**

1. Why is education the key to improving the lives of children? In general, what does education enable an individual to do? Why do you think that 60% of the world's uneducated children are girls?
2. Why are two-thirds of the world's illiterate adults female? Explain how culture and money play a role in depriving girls of an education. How does a society benefit when girls are educated?
3. How does a lack of education make girls second-class citizens? Have students conduct research to learn more about the economic, political and social advantages that education provides to those young people who have access to it, and share their findings. Discuss the problems that all children without access to education face, focusing on the status of uneducated girls. Activists say that a lack of educational opportunity for girls creates an "apartheid of gender." What does this mean? Do students agree or disagree with this label?

**LINKS:**

[http://www.oneworld.org/unicef/press\\_5sept.html](http://www.oneworld.org/unicef/press_5sept.html)

<http://www.iadb.org/exr/PRENSA/1998/cp12198e.htm>

<http://wbIn0018.worldbank.org/HDNet/HD.nsf/SectorPages/Education?OpenDocument>

**China Teens**

1. Why do you think the Chinese teens in the video are said to be part of "Generation Zero"? What new things does this generation enjoy? Why does there appear to be such a wide gap between Chinese teens and their parents?
2. When was the current generation of Chinese teenagers born? What was the "Open Door Policy"? How has it changed life for the current generation of young Chinese? According to researcher Sun Yunxiao, what can the older generation of Chinese learn from the young? How does this way of thinking fly in the face of Chinese culture? Why are some education experts worried about this generation of teenagers?
3. How has China changed since the end of the Cold War? Working in small groups, have students research the political, social and economic changes that have occurred in China since the end of the Cold War and present their information to the class. Direct each student to assume the role of a Chinese parent and write a letter to his/her child, explaining how things were different when he/she grew up.

**LINKS:**

[http://news.bbc.co.uk/hi/english/special\\_report/1999/09/99/china\\_50\\_years\\_of\\_communism/newsid\\_459](http://news.bbc.co.uk/hi/english/special_report/1999/09/99/china_50_years_of_communism/newsid_459)

<http://www.meetchina.com/>

[http://search.asiaco.com/China/Society\\_and\\_Culture/](http://search.asiaco.com/China/Society_and_Culture/)

**Bangladesh Children**

1. How does 13-year old Idris "carry a burden beyond his years"? Why is Idris the family's main breadwinner? What do Idris and his brother do to earn money? Do they attend school? Explain.
2. Do most Bangladeshi children go to school? Explain. Why does Idris want to get an education? Why is he unable to focus all of his energy on attaining an education?
3. Inform your students that Bangladesh is a very poor country: Its per capita income is only the equivalent of about \$390 U.S. dollars per year. Challenge your students to learn more about the economy and political system of Bangladesh. What factors account for the widespread poverty there? Discuss.

**LINKS:**<http://live.altavista.com/scripts/editorial.dll?ei=1633886&ern=y><http://www.bdcom.com/About~1.htm><http://www.bangladesh-web.com/news/>**Taliban Education**

1. Who are the Taliban? For whom does the Taliban provide formal schooling? Where are some of Afghanistan's girls receiving an education? How is the Taliban reacting to these informal schools?
2. What justification does the Taliban offer for giving boys' education a higher priority than girls' education? What signs suggest that this government is changing its attitude towards educating young women? Why do you think this change is taking place?
3. How did the Taliban come into power? What kind of political system have they established? Working in small groups, have students research the recent history of Afghanistan and the Taliban's rise to power. Then have students look up the term "theocracy" and discuss its meaning. Could one classify Afghanistan's political system as a theocracy? How has the religious basis of this system impacted the status of women in Afghanistan? Have students use their research to write essays on the Taliban and human rights in Afghanistan.

**LINKS:**<http://www.smh.com.au/news/9809/26/text/pageone15.html><http://www.phrusa.org/research/exec.html><http://www.afghan-ie.com/>**Thailand World Kids**

1. What is the purpose of the Children's Parliament of the World? When and where was the CPW founded? How are CPW representatives chosen? What was the number one concern at the third meeting of this parliament? What kinds of resolutions did the parliamentarians pass?
2. Refer students back to the video, and to the resolutions passed by the young global representatives. Ask students to consider whether a "world parliament of adults" would have chosen the same issues to address. Then ask your students to survey their peers to determine the top five issues of importance to young people. Next, have students survey adults they know to determine their top five issues of importance to adults. As a class, collate the information from the two sets of lists and draw conclusions about the issues that each group considers important. Compare the priorities of each generation and discuss the reasons behind each. How do adult issues shape public policy today? How might young people's issues shape an agenda for the future? Have students write letters to their congressional representatives making them aware of their survey findings.

**LINKS:**<http://www.tvontheweb.com/channels/parliament/frame/childrens.html><http://www.assemblee-nat.fr/1/mondial/engpme4.htm><http://www.revue.ch/Englisch/Englisch/02-97/Ping-Pong/voting/voting.htm><http://www.unesco.org/drg/pme/engpresentation.htm>**EDITOR'S NOTE:**

universal education

Open Door Policy

Confucian culture

Bangladesh

Afghanistan

literacy rate

Taliban



parliament

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## NEWS CHRONICLE

### Our World: Botball Contest

1. Describe botball. Who builds the bots? Of what materials are they constructed? Who created the botball idea? What is his background? What is K.I.S.S.? In what ways is the program beneficial to the young humans who participate in it?
2. Robots have long been the stuff of science fiction and fact. Challenge your students to learn more about the history of robots and their use, both practical and impractical. Allow students to work in groups to conduct research on robots, and share their findings. Have each student write an essay describing a practical or impractical use for a robot as we embark on the 21st Century. Do students think robots will improve humans' lives or present them with more opportunities for entertainment?

#### LINKS:

<http://R2D2.kipr.org/botball/>

<http://www.surfnetkids.com/robots.htm>

<http://chaoskids.com/ROBOTS/robots.html>

<http://www.frc.ri.cmu.edu:80/~nivek/faq/1.html>

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#### EDITOR'S NOTE:

botball

robots

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## CNN NEWSROOM Guide

April 17, 2000

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### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:50...02:20

Top Story ... 02:20...04:40

Demonstrators protest the World Bank-IMF conference in Washington, D.C.

Protest 2000 Style ... 02:40...07:20

New media has changed the style of mass protest.

In the Headlines ... 00:45...08:05

U.S. STOCK MARKET SUSTAINS RECORD LOSSES.

DAILY DESK ... 00:50...08:55

Environment Desk ... 02:00...10:55

Scientists seek to preserve dolphins in Santa Monica Bay.

WORLDVIEW ... 00:45...11:40

Information Please ... 12:35...24:15

Easter Island offers environmental lessons for modern civilization.

NEWS CHRONICLE ... 00:45...25:00

Community Volunteerism ... 02:20...27:20

Volunteerism in the U.S. is at an all time high.

Look Ahead ... 00:25...27:45

April 24-25: Teen Driving

CNN NEWSROOM CLOSE ... 00:15... 28:00

### ----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

## Top Story: Washington Protest

1.What are the International Monetary Fund (IMF) and World Bank? What is the purpose of the World Bank-IMF conference in Washington, D.C.? Why are people protesting the IMF and the World Bank? How have police responded to the demonstrators? Why? Do you think the police responded appropriately? Why or why not?

2.Have your students define the term "globalism." Direct students to provide examples of how the world's economies are interconnected. Then group students. Have each group research the agenda of the World Bank-IMF conference, including the goals of specific nations, and whether or not the World Bank and IMF policies violate human rights and environmental protection. After students present their findings, ask: What do you see as the risks and benefits of merging the world's economies? Do you think the World Bank should be shut down? Why or why not?

3.Instruct groups of students to prepare a presentation about one of the following organizations which has worked with the Mobilization for Global Justice to sponsor and organize the World Bank-IMF protests:

1.ACT-UP

2.American Federation of Labor

3.American Federation of Government Employees

4.Essential Action

5.Jobs with Justice

6.Friends of the Earth

7.United Electrical Radio and Machine Workers

8.United Steelworkers of America

Instruct each group to identify the political agenda of the organization and what it is hoping to accomplish by supporting the protests. Have groups share their information and discuss.

4.Have students review the events surrounding the protests against the World Trade Organization (WTO) in Seattle last December. What are the similarities and differences between the World Bank-IMF protests in Washington and the WTO demonstrations in Seattle?

### LINKS:

<http://cnn.com/2000/US/04/16/dc.protests.02/index.html>

<http://www.a16.org/>

<http://www.imf.org/>

<http://www.worldbank.org/>

<http://www.wto.org/>

### Protest 2000 Style

1.How is "independendent media" different from "corporate media"? Why are protesters against corporate media covering the World Bank-IMF conference? Do you think it's possible for independent and corporate journalists to remain objective in their reporting about the World Bank-IMF conference? Why or why not? Do you think CNN NEWSROOM's coverage of the conference is biased? If so, how?

2.What new technology are conference demonstrators using in their effort to protest against globalism? Why is it ironic that the protesters are using the World Wide Web to promote their cause?

3.Group students. Refer each group to print and online resources, including the websites below, to analyze a publication's report on the World Bank-IMF conference. Make sure that your students select publications that are politically diverse. Challenge each group to identify the background and political agenda of the publication, and if possible, the journalist. Have students compare and contrast their information. Then have your class determine which report presented the most balanced perspective.

**LINKS:**

<http://www.a16.org/>

<http://www.igc.apc.org/trac/globalization/bretton/index.html>

<http://cnn.com/2000/US/04/16/dc.protests.02/index.html>

**EDITOR'S NOTE:**

World Bank  
International Monetary Fund  
news outlets  
irony  
globalism

**DAILY DESK****Environment Desk: Dolphin Data**

1.What did Maddalena Bearzi discover in Santa Monica Bay? What was surprising about her discovery? What are the goals of the Los Angeles Dolphin Project (LADP)? How are those goals accomplished?

2.Why do you think scientists consider dolphins to be a barometer for the health of the bay? Why do you think the project is specifically focusing on educating school children?

3.One important part of the LADP is its animal behavior study. Through this study, scientists were surprised to find that dolphins are social with animals outside their own species. To gain a sense of what is involved in an animal behavior study, have your students conduct the following activity:

1.Tell your students they are going to conduct a behavior study similar to the one in the news story, only their study subject will be a specific species of fish.

2.Place students into small groups.

3.Make arrangements for your students to perform their studies at a local pet store that has fish tanks, or with students who have fish tanks in their homes. For this study, the fish tanks will have to have at least four fish of the same species.

4.The total length of each study should be at least five hours of observation. These observation hours should occur on different days and at different times of day if possible. Important: You'll want to send home information slips to let parents know which dates and times their child's group will be observing.

5.Before actually observing the fish, have students research the species of fish they are going to observe. Have them find out:

Where this species is found

What it eats

What is known about the species' relationships with other fish.

6.Have each student choose one specific fish to observe at each session.

Each student should write down what he or she observes the fish doing

for the entire hour. Examples of what they should note are how the fish acts when approached by other fish of the same or of different species, how much the fish eats and how active the fish is.

7. Have students within each group share their individual notes and collaborate to write a one page summary of their fish species's behavior. Have groups share their summaries and discuss the similarities and differences between their experiences and those of the dolphin observers in the news story.

#### LINKS:

<http://www.ladolphin.org/ladp.html>

[http://zoo.ufl.edu/Courses/pcb5415/pages/glossA\\_B.html](http://zoo.ufl.edu/Courses/pcb5415/pages/glossA_B.html)

[http://www.fish.bit.com.au/site\\_index.asp](http://www.fish.bit.com.au/site_index.asp)

<http://dolphin.wwwa.com/project.htm>

#### EDITOR'S NOTE:

barometer

Los Angeles Dolphin Project

#### WORLDVIEW

##### Information Please: Easter Island

1. Where is Easter Island located? Who are the Rapa Nui? What are the moais and how did they come to be on Easter Island? What mysteries are associated with the human history and natural history of Easter Island?

2. Who are Dr. Loret and Sergio Rapu? What is the goal of their professional relationship? What type of ecological disaster is believed to have occurred on Easter Island? How are the archaeologists attempting to substantiate their hypotheses about Easter Island's ecological disaster? What does vegetation reveal about climate? According to archaeologists, what are some of the reasons that the Rapa Nui might have built the moais? How do you think science has changed people's belief systems during the last 400 years? Explain.

3. What are Sergio Rapu and Harold Krasell doing to preserve the moais? According to Sergio, why is it important for young Rapa Nui to become involved in restoring the moais? The moais are an example of a cultural monument. Help students to brainstorm a list of contemporary cultural monuments from around the world. Then, challenge each student to research the history and cultural significance of one monument. Then, have students use their information to write papers describing what their monuments would enable an archaeologist 500 years in the future to deduce about present-day civilization.

4. Ask students: Why is Easter Island considered "a microcosm for what we are doing to the planet earth?" Divide your class into three groups to each prepare a presentation about the current status and future impact of one of the following topics: Deforestation, overpopulation, or global warming. After the presentations, have students consider what might happen to the earth's population if these issues are not addressed.



**EXTENSION:** Have each student write a statement from the perspective of a moai that describes the lessons that Easter Island's ecological disaster offers modern civilization about conserving the earth's resources. Instruct students to identify ways that people can modify their lifestyles to prevent deforestation, overpopulation and global warming. After students share their stories and strategies, discuss the challenges that are associated with getting people to modify their lifestyles. Ask: Do you think the earth's population will eventually become extinct? Why or why not?

**LINKS:**

<http://www.pbs.org/wgbh/nova/easter/>

<http://www.encyclopedia.com/articles/03914.html>

<http://www.city.net/countries/chile/categories.html#info>

<http://www2.hawaii.edu/usr/cgi/ssis/~ogden/piir/pacific/Rapanui.html>

[http://search.about.com/fullsearch.htm?terms=deforestation&PM=59\\_0100\\_S](http://search.about.com/fullsearch.htm?terms=deforestation&PM=59_0100_S)

<http://www.unfpa.org/>

<http://www.globalwarming.org/>

**EDITOR'S NOTE:**

moai

Rapa Nui

topsoil

carrying capacity

El Nino

microcosm

**NEWS CHRONICLE**

**Community Volunteerism**

1.What is volunteerism? What is "Celebrate Volunteers"? Why is volunteerism important? What percentage of Americans volunteer?

2.Sir Winston Churchill once said: "You make a living by what you get- You make a life by what you give." What is the meaning of this quote? Have you ever volunteered? If so, what did you learn from your experience? Have you ever benefited from volunteerism? If so, explain how the experience impacted your life.

3.Send students on an Internet scavenger hunt to identify as many volunteer organizations and their activities as possible within a set amount of time. Write down your students' responses on the board and discuss how individuals and society might be affected by these organizations and their volunteers did not exist.

4.Who was Mother Teresa? In the video, Bill Copeland, Director of Public Affairs Studies at Syracuse University asserts that "Mother Teresa may have inadvertently done more harm than good for volunteerism." What does Mr. Copeland mean? Have students work in groups to research the life and work of Mother Teresa. Then, have your class discuss whether or not they agree with Mr. Copeland. Have students substantiate their opinions with facts.

5.Challenge your class to sponsor a day or week of volunteerism. Have students brainstorm a list of volunteer activities that they can do to enhance their school and local community. Group students. Have each group select an activity from the list, and develop a plan for implementing their activity during

the period of volunteerism.

**LINKS:**

<http://www.cnn.com/ALLPOLITICS/1997/gen/events/volunteerism/webwatch/>

<http://www.energizeinc.com/art/1vol.html>

[http://www.drini.com/motherteresa/own\\_words/](http://www.drini.com/motherteresa/own_words/)

**EDITOR'S NOTE:**

volunteerism

Mother Teresa

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April 18, 2000

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### ----- PROGRAM RUNDOWN -----

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:35... 01:35**

**TODAY'S NEWS ... 01:00...02:35**

**Top Story ... 05:05...07:40**

The U.S. stock market rebounds from last Friday's losses.

**DAILY DESK ... 00:45...08:25**

**Health Desk ... 01:50...10:15**

Michigan institutes "primary enforcement" seat belt laws.

**Health Desk Extra: Toilet to Tap ... 02:50...13:05**

A new reclamation program turns toilet water into safe drinking water.

**WORLDVIEW ... 00:50...13:55**

**Top of the World ... 02:30...16:25**

Land mines cause additional problems for flood-ravaged Mozambique.

**Inside Europe ... 01:30...17:55**

European countries vote to sell chocolate that is made with vegetable oil.

**One World Habitat: Grizzly Problem ... 03:00...20:55**

Environmental issues threaten British Columbia's grizzly bears.

**Turner Website Information ... 00:45...21:40**

Information on the CNN NEWSROOM Daily Classroom Guide

**NEWS CHRONICLE ... 00:45...22:25**

**Democracy in America ... 05:00...27:25**

The U.S. is a two-party, winner-take-all political system.

**CNN NEWSROOM CLOSE ... 00:35... 28:00**

### ----- CNN NEWSROOM STORIES -----

**CNN NEWSROOM OPEN**

## TODAY'S NEWS

### Top Story: Stock Watch

1. What happened to the stock market on Friday? According to analysts, what factors may have contributed to last Friday's market losses? What kinds of stocks are part of the Dow Jones Index? What kinds of stocks are found in the Nasdaq? Why do you think many people consider the Nasdaq "a barometer of the new economy?"
2. What happened to the market yesterday? What is a rally? Yesterday's rally was led by investment "bargain hunters." Why do you think a sharp decline in Friday's market might trigger a surge of bargain hunters?
3. When was stock market on Wall Street established? How has the stock market helped to make America the current largest economy in the world? Why does the stock market fluctuate? Why do you think people continue to invest in the stock market despite its potential volatility?
4. Generate a class discussion about volatility as the term applies to stocks. Inform students that one well-known market strategist, Abby Joseph Cohen, told her clients Monday that recent stock volatility has been fueled more by market factors rather than a change in fundamentals. What "market factors" might account for stock volatility? Divide your class into groups, and have each group select one of these factors to research, and explain its possible impact on market volatility:
  - Investor confidence
  - Tech stocks selling at 100 times earnings
  - Margin selling
  - Better-than-expected first quarter earnings
  - The strength of the financial sector.

Have each group present its research and explanation. Then, ask students to define the difference between a "bull" market and a "bear" market? Discuss the role of each of these market factors in influencing a bull or bear market. Solicit student opinions about the immediate future of the stock market: Was Friday's action a temporary correction or should investors be nervous?

### LINKS:

[http://cnfn.com/2000/04/17/markets/markets\\_newyork/](http://cnfn.com/2000/04/17/markets/markets_newyork/)  
<http://averages.dowjones.com/home.html>  
<http://www.nasdaq.com/>  
<http://www.e-analytics.com/glossary/glossar1.htm>

### EDITOR'S NOTE:

Initial Public Offering (IPO)  
creative destruction  
entrepreneurship  
volatility  
barometer  
Dow Jones  
Nasdaq

### DAILY DESK

#### Health Desk: Seat Belt Crackdown

1. How often is someone in the U.S. injured or killed in a traffic accident? What is the leading cause of death for children between the ages of five to fifteen? What percentage of U.S. citizens use their seat belts? What are "primary enforcement" laws? How many U.S. states have these laws? According to the U.S. federal government, how much money and how many lives would be saved if all 50 states had primary enforcement laws?

2. Why do you think the use of safety belts is considered a public health issue? Do you buckle up when you are riding in a car? Why/why not? Does your state have a primary enforcement law? In your opinion, why don't all states have this law? What are the benefits and drawbacks of primary enforcement laws? Do you think all states should have these laws? Why or why not?
3. Do you know someone who was killed or injured by a car accident? If so, how did the accident impact the lives of the victim, and his/her family and friends? Have groups of students use multimedia resources, including the websites below, to investigate the injuries that are associated with car accidents. What are the physical and psychological effects of these injuries? Have groups present their findings. Then have students use their personal experience and research to develop a "buckle up" campaign at your school.

**EXTENSION:** Have students refer to the websites listed below to learn more about the importance of safety belts and the pros and cons of mandatory safety belt laws. Divide your class into two groups to debate whether or not school buses should be equipped with seat belts, and if students should be made to wear them.

#### LINKS:

<http://www.nhtsa.dot.gov/>

[http://www.nhtsa.dot.gov/search97cgi/s97\\_cgi.exe?action=View&VdkVgwKey=http%3A%2F%2Fwww](http://www.nhtsa.dot.gov/search97cgi/s97_cgi.exe?action=View&VdkVgwKey=http%3A%2F%2Fwww)

<http://www.injuryfree.org/pssngr.htm>

<http://www.nsc.org/partners/pcp.htm>

#### Health Desk Extra: Toilet to Tap

1. What is the difference between "water conservation" and "water reclamation"? What is the "toilet-to-tap" reclamation program? Which states are instituting this type of program? Why? Describe the process by which toilet water is purified? Would you feel comfortable drinking purified toilet water? Why or why not?
2. Why is water necessary to human survival? What factors do you think threaten the world's supply of fresh drinking water?
3. Read the following quote to your class: "In nature, all water contains some impurities. As water flows in streams, sits in lakes, and filters through layers of soil and rock in the ground, it dissolves or absorbs the substances that it touches." Send small groups of students on an online scavenger hunt to identify the answers to the following questions:
  1. Where does drinking water come from?
  2. Where does bottled water come from?
  3. Who is responsible for drinking water quality?
  4. How is drinking water treated?
  5. What contaminants may be found in drinking water?
  6. What are the health effects of these contaminants?
 Have students share their findings and discuss whether or not bottled water is a viable alternative to tap water.
4. Working in small groups, have students interview local officials and conduct research to learn more about your community's water supply. What is the source of your drinking water? How and where is this water processed? What safeguards are in place to prevent contamination? Are there any health or environmental concerns that threaten this water supply? Have groups share their findings and discuss.

#### LINKS:

<http://www.epa.gov/safewater/dwhealth.html>

<http://www.epa.gov/ogwdw000/kids/index.html>

<http://www.usbr.gov/main/index.html>



**EDITOR'S NOTE:**

primary enforcement laws  
seat belts  
purification  
drought  
water basins  
reclamation

**WORLDVIEW****Top of the World: Mozambique Land Mines**

1. Why is the nation of Mozambique home to tens of thousands of unexploded land mines? How many people die in Mozambique each month as a result of land mines? How have the recent floods affected the land mine situation in Mozambique?
2. What type of program has the U.N. backed to help the people of Mozambique rid their nation of land mines? What is your opinion of the program? Have students consider how the civil war, natural disaster and land mines have impacted the people of Mozambique. Do you think the people of Mozambique will be able to recover from these events? Why or why not?
3. According to the U.N. Children's Fund (UNICEF), "the world continues to lose ground to land mines, which kill or maim 6,000 to 8,000 children a year, shatter families, destroy livelihoods and subvert the best efforts of struggling people to better their lives...(and) for every mine removed worldwide, 20 new ones are planted." Since 1997 the U.N. has vigorously pursued a legally binding global agreement to ban the use, stockpiling, production and transfer of anti-personnel land mines. Refer your students to the websites below to research the land mine issue and the status of the Land Mine Ban Treaty. Then, challenge your class to conduct a debate about whether or not all nations should ratify the treaty.

**LINKS:**

<http://www.cnn.com/2000/WORLD/africa/03/21/bc.mozambique.landmines.reut/>  
[http://www.sas.upenn.edu/African\\_Studies/Country\\_Specific/Mozambique.html](http://www.sas.upenn.edu/African_Studies/Country_Specific/Mozambique.html)  
<http://www.hrw.org/hrw/worldreport99/arms/index.html>  
<http://www.un.org/Depts/dpko/demining/>  
<http://www.unicef.org/>

**Inside Europe: Chocolate Vote**

1. What are the differences between British and Continental chocolate? What was the nature of the European chocolate dispute? How was the dispute resolved? What are the possible economic ramifications of the European Parliament's (EP's) resolution.
2. Refer students to Internet resources, including the websites below to learn more about the history of the European chocolate dispute. Have students identify why it has taken 25 years to resolve the debate, and to what extent politics and economics influenced the EP's recent decision. After students share their findings, poll students to see if they agree with the EP's decision.

**LINKS:**

<http://www.cnn.com/2000/FOOD/news/03/15/chocolate.vote/>  
<http://europa.eu.int/>  
<http://www.cadbury.co.uk/frameset.htm>

**One World Habitat: Grizzly Problem**

1. Where is the Great Bear Rainforest located? Why are the grizzly bears of this region in jeopardy? Why are Canada's westcoast salmon populations in serious trouble? Why are old-growth forests disappearing from the central and northern coast of British Columbia?
2. What problems are some of the grizzlies causing for local citizens? How are officials dealing with these bears? According to conservationists, what alternative measures could be taken to deal with these bears? What do you think should be done to manage the problem?
3. Refer students to multimedia resources to learn more about grizzly bears and why they are especially vulnerable to disturbances in their habitat and food supply. Challenge groups of students to research the following topics related to the grizzly bears of British Columbia: Taxonomy and distribution, physical appearance, life history, habitat use and diet, and behavior management. Next, have each group use its information to develop a series of questions related to the grizzlies. Then, have each group pose their questions to the class. Keep track of how many answers the class is able to answer correctly.
4. What is clearcutting? Why does it occur? The plight of the grizzlies in British Columbia is one example of how clearcutting can impact an ecosystem. Have students identify different old growth forests that are being destroyed because of clearcutting. Have each group prepare a presentation about the environmental and economic problems that are associated with the logging of the region. Ask each group to identify the federal government's position on the logging of the forest, and what environmentalists are doing to stop the clearcutting. Following the presentations, have students identify the challenges associated with implementing sustainable ecoforestry logging practices.

**LINKS:**

<http://www.cnn.com/2000/NATURE/03/12/b.c.grizzlies/index.html>  
[http://www.sierraclub.ca/bc/Campaigns/Temperate\\_Rainforest/GBR.html](http://www.sierraclub.ca/bc/Campaigns/Temperate_Rainforest/GBR.html)  
[http://www.env.gov.bc.ca/wld/pub/grzz\\_br.htm](http://www.env.gov.bc.ca/wld/pub/grzz_br.htm)  
<http://www.bearbiology.com/>

**EDITOR'S NOTE:**

continental  
palette  
compost  
landfill  
land mines  
grizzly bears  
Mozambique  
cocoa

**NEWS CHRONICLE****Democracy in America: Political Parties**

1. Name some U.S. political leaders, past and present, who have not been affiliated with a particular political party. Why do you think there are so few of these individuals? Where in the U.S. Constitution are political parties mentioned? Why do you think there is no mention of them?
2. What was the first American election that involved political parties? Who ran, and what party did each candidate represent? What are the two major political parties in the U.S. today? How would you describe the current U.S. political party system? Under what conditions do third parties often emerge? Who created the Reform Party, and what was its major issue in 1992? Why do you think that third parties are often unsuccessful?
3. How do the Democrats and the Republicans differ in both structure and agenda? In your opinion, do

these two parties adequately represent the interests of most Americans? Explain. In the video we hear that some people will not vote in the upcoming presidential election because they don't agree with either candidate nominated by the Democrats or the Republicans. Do you think this is a good reason not to vote? State your rationale.

4. While the U.S. is a two-party system, most other Western democratic republics are multi-party. Divide the class into groups, and have each group conduct research into multi-party political systems. Groups will want to learn more about the interests represented by these parties, the process of coalition-building, and to what extent the multi-party system represents its electorate. Have each group present its findings. Challenge each student to use this information to write an essay in response to this question: Is the multi-party system suitable for the United States?
5. Ask students to consider this question: What does the future hold for the two-party system in the United States? Have students work in groups to research the pros and cons of the two-party system, and any trends that seem to work for or against this system, and share their findings. Next, have students briefly interview adults they know to find out with which political party, if any, they identify. Have students share their findings with the class. Did many respondents indicate that they were not affiliated with either party, or call themselves "independent"? Did most respondents identify with one particular party? In class discussion, have students draw conclusions about the two-party system and make predictions about the fate of the Democratic and Republican Parties over the next 50 years.
6. Inform students that in his Farewell Address, President George Washington warned citizens of the young republic against the "frightful despotism" of political parties. He called the spirit of political parties the country's "worst enemy" and said it was "the duty of a wise people to discourage and restrain it." Encourage your students to read the text of President Washington's speech by consulting the last website below. Discuss what students have learned from reading this address, focusing on the first president's view of political parties. Was George Washington right or are political parties a constructive force? Discuss.

**LINKS:**

<http://www.mnc.org/>  
<http://www.democrats.org/index.html>  
<http://www.lp.org/>  
<http://www.reformparty.org/>  
<http://www.virginia.edu/gwpapers/farewell/transcript.html>

**EDITOR'S NOTE:**

Republican party  
Democratic party  
Reform party  
U.S. Constitution  
election system  
delegates

**External websites are not endorsed by Turner Learning.**

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## CNN NEWSROOM Guide

April 19, 2000

When teachers use CNN NEWSROOM, they see news linked to the curriculum through discussion questions and activities. Enrollment is FREE. Call 1-800-344-6219 or enroll online at <http://turnerlearning.com/newsroom/enroll.html>.

### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50...02:25

**Top Story** ... 03:35...06:00

Zimbabwe's President Mugabe condones racial policies and violence.

**DAILY DESK** ... 01:00...07:00

**Business Desk** ... 02:55...09:55

Local officials push for Internet sales taxes.

**Business Desk Extra: Market Reaction** ... 02:45...12:40

Analysts speculate about the impact of the recent drop in the stock market.

**Turner Website Information** ... 00:45...13:25

Information on the CNN NEWSROOM Daily Classroom Guide

**WORLDVIEW** ... 00:55...14:20

**Political Front** ... 03:20...17:40

An increasing number of companies are doing business in Iraq.

**Taking Care of Business** ... 02:45...20:25

A loan program is helping the poor people of Bangladesh.

**Around the World** ... 02:15...22:40

A cabbie uses his tips to help Indian girls get an education.

**NEWS CHRONICLE** ... 01:00...23:40

**BizRate.com** ... 03:25...27:05

BizRate.com is taking cyberspace by storm.

CNN NEWSROOM CLOSE ... 00:55... 28:00

### ----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

## TODAY'S NEWS

### Top Story: Zimbabwe Conflict

1. Where is Zimbabwe located? Who is Robert Mugabe? How long has he been in power? What was the former name of Zimbabwe? When did Zimbabwe(Rhodesia) achieve its independence from Britain?
2. Why has land ownership been an emotional issue in Zimbabwean politics? When did the illegal takeover of white-owned farms begin? Who is taking over the land? Why? How many white-owned farms have been occupied? How has President Mugabe responded to the land takeovers? Why?
3. President Mugabe recently stated in a public address that the white farmers "are now our enemies because (they) really have behaved like enemies." What does President Mugabe mean? In your opinion, will this statement have political repercussions? Explain. Do you think the international community should respond to the land takeovers and racial violence that is occurring in Zimbabwe? Why or why not?
4. What is racism? What factors do you think foster racist attitudes and beliefs? In your opinion, is racism an innate component of human nature, or is it "learned"? Explain.
5. Direct students to library and online resources to research the history of Zimbabwe since its war for independence. Have students use their information to create a timeline of the significant political, social, and economic events that have occurred in Zimbabwe during the last 20 years. As a class, discuss how these events may have contributed to or provoked the current racial tension and violence in Zimbabwe. After the discussion, have students speculate about the future of Zimbabwe. Ask students: What is your opinion about the constitutional amendment that lets Zimbabwe's government confiscate white-owned farms without paying for resettlement? Do you think the land takeovers are justified? Why or why not? What could the government do to ease the resulting violence and racial tension?
6. To establish the universality of the land problem in Zimbabwe, direct the students to brainstorm other land disputes which have been "settled" by governments. The problems of equitable land re-distribution are not unique to Zimbabwe. There is rarely, if ever, a settlement that is fair to all parties. Examples of some controversial "relocations" for research include the Homestead Act, Freedmen's Bureau, Balfour Act (establishing the nation of Israel in the former Palestine), and Indian Removal Act.

**EXTENSION:** Ask students to use their problem-solving skills to create a solution, which would be acceptable to the white farm-owners, the black squatters, and the government of Zimbabwe. They should write up their solutions in the form of letters to President Mugabe.

### LINKS:

<http://cnn.com/2000/WORLD/africa/04/18/zimbabwe.land.03/index.html>  
<http://www.africanews.org/south/zimbabwe/>  
<http://www.gta.gov.zw/Land%20Issues/LAND.htm>  
<http://www.samara.co.zw/cfu/>  
<http://www.gta.gov.zw/>  
<http://www.samara.co.zw/zimin/>

### EDITOR'S NOTE:

Zimbabwe  
homestead  
liberation war  
squatters



**DAILY DESK****Business Desk: Taxing the Internet**

1. What is the 16th Amendment? Describe the different kinds of taxes most Americans pay. Why do governments collect taxes? What are some sources of tax revenue? What is the difference between sales taxes and income taxes?
2. Why do you think the U.S. Congress has exempted Internet sales from tax? How has this policy benefited entrepreneurs like David Schofman? Why do offline retailers feel this policy is discriminatory? How do many local elected officials feel about their inability to charge taxes on Internet purchases? What is a federal advisory panel recommending regarding Internet sales taxes? With whom do you agree? Why?
3. Does the Internet sales tax moratorium provide online businesses with an unfair advantage? Challenge each student to locate one specific item he or she would consider purchasing, such as a piece of sports equipment, small electronics product, or a book. Direct each student to find the lowest retail price of that item by visiting at least three retail stores and determining the lowest cost of the item. Then have each student locate the **identical** item (brand name, model, style, etc.) online, by visiting at least three online retailers, if possible, and find its lowest online price. Have each student prepare a side-by-side chart that compares, for both online and offline retailers:
  1. the price of the item
  2. any applicable sales tax
  3. any handling and/or shipping charges
  4. the total cost of that item (add numbers 1, 2 & 3 together).

Have each student present his or her cost comparison and evaluate the findings for the class. What costs are associated with purchasing via a retail store, vs. online shopping? Is the price of this item significantly different if purchased online? If so, what accounts for that difference? In either case, do the retailers have a justifiable argument against their online competition?

**LINKS:**

<http://www.usatoday.com/life/cyber/tech/cth469.htm>  
[http://cnnfn.com/2000/03/21/news/wires/internet\\_wg/](http://cnnfn.com/2000/03/21/news/wires/internet_wg/)  
<http://cnnfn.com/1999/11/29/economy/wto/>  
<http://www.caltax.org/>

**Business Desk Extra: Market Reaction**

1. What happened to the stock market last Friday? Why? According to analysts, will this big drop on Wall Street kill the longest economic boom in U.S. history? Explain.
2. What is a "wealth effect"? What is the "real economy"? How has the "wealth effect" impacted the "real economy"? What factor has the biggest impact on consumer consumption? What is inflation? How are concerns about inflation affecting investor confidence and consumer spending?
3. Since the stock market on Wall Street was established in 1792 the market has experienced cyclical fluctuations. Group students. Have each group select one of the following years in U.S. history when the stock market has experienced a major slump: 1819, 1837, 1857, 1873, 1884, 1893, 1907, 1929, 1987 and 2000. Challenge each group to identify the cause of the slump, its impact on the economy, and how the market reacted. After the group presentations, have students draw conclusions and discuss the significance of last week's losses and whether the market is in a "major slump."

**LINKS:**

[http://cnnfn.com/2000/04/17/markets/markets\\_newyork/](http://cnnfn.com/2000/04/17/markets/markets_newyork/)

<http://averages.dowjones.com/home.html>

<http://www.nasdaq.com/>

<http://www.e-analytics.com/glossary/glossar1.htm>

#### EDITOR'S NOTE:

sales tax

Internet exemptions

moratorium

retail website

consumer spending

retail sales

#### WORLDVIEW

##### Political Front: Iraq Businessmen

1. What are sanctions? What is the oil-for-food program? As a class, review the events that have led to economic sanctions against Iraq. Which nations are beginning to conduct business with Iraq? Why? What steps must an American company affiliate go through to do business in Iraq? Do you think this process is necessary? Explain.
2. Which countries are still on Iraq's trading blacklist? Why? Why do you think Iraq recently lifted the ban on buying food from U.S.-based companies? Do you think American suppliers of rice, tires and trucks should conduct business in Iraq? Why or why not?
3. Have students research the 1991 U.N. sanctions on Iraq. Direct them to discover the reason for the sanctions as well as the conditions for the removal of the sanctions. After they have completed their research, ask students: Why do you think the sanctions are still in place? Who do you think has been hardest hit by the sanctions? Why?
4. Ask students: If you were a country's delegate to the U.N. Security Council, would you advocate for removal or continuation of the economic sanctions against Iraq? Have students work in groups to gather information about the sanctions and the arguments for/against them and share their findings in class discussion. Then direct each student to write a short speech either in support of or opposition to the sanctions, to be delivered in a mock Security Council meeting in class.
5. Assist students in learning more about sanctions, what they are and where/when they have been used in the past. According to a position paper written by the U.N. Secretary General, sanctions should not be punitive but should aim to alter the behavior of a nation that is violating international law. Generate a class discussion about other sanctions that have been imposed by the U.N. Have students consider the following questions: When have the sanctions had a desired effect? Have they ever been ineffective? Have they ever been "punitive?" How do the people of Iraq view these sanctions? Do you think the Iraqi sanctions have been effective? Explain.

#### LINKS:

<http://www.megastories.com/iraq/index.htm>

<http://www.usatoday.com/news/index/iraq/iraq259.htm>

[http://www.nando.net/newsroom/ntn/world/052696/world1\\_1326.html](http://www.nando.net/newsroom/ntn/world/052696/world1_1326.html)

<http://www.un.org/>

##### Taking Care of Business: Bangladesh Microcredit

1. Describe the assistance program that is featured in the video. What skills must a person have to take advantage of the program? How many Bangladeshis are getting loans to open up small businesses? What percentage of these businesses are run by women?

2. Who is Anwara? How is she benefiting from the program? Anwara states that "business success can lead to changes at home." What do you think she means? Do you think money influences the distribution of power in a marital relationship? Give an example to support your opinion. In your opinion, will this loan program impact Bangladesh's economy and culture? Explain. Do you think this assistance program is a good idea? Why or why not?
3. Have students locate the nation of Bangladesh on a world map. Ask them what they know about this country, its geography, government and economy. Next, group students and have them conduct research to learn more about Bangladesh. Share group findings in class discussion. Based on what they have learned, challenge groups of students to identify potential small businesses opportunities in Bangladesh. Challenge students to identify businesses that could advance the quality of life in Bangladesh. Have each group develop a brief business plan that provides a description and justification for the business. After each group presents its plan, have the other students assume the role of a loan administrator, and determine whether or not "the bank" should grant a loan to finance the plan.

**LINKS:**

[http://www.virtualbangladesh.com/bd\\_contents.html](http://www.virtualbangladesh.com/bd_contents.html)

<http://www.bangladesh-parliament.org/>

<http://www.sbaonline.sba.gov/>

**Around the World: India Caring Cabbie**

1. How many Indians migrate to the U.S. each year? Why are many Indian's seeking to emigrate? Who is Om Satt Sharma? How is he helping his village back in India? Why do you think Sharma is using his money to educate only the girls from his village? What have been the benefits and drawbacks of his philanthropic work?
2. Why is education important? Do people in your country have equal access to education? Explain. What is literacy? What problems are associated with illiteracy?
3. There are many nations throughout the world, like India, where females do not have equal access to education. Divide your class into small groups. Have each group select a country and prepare a presentation about the country's history, culture, economy, and educational system. Instruct each group to identify the nation's literacy rate and if girls and boys have equal access to education. After each group presents its findings, ask students to identify how educating females can benefit the economic growth of a community, and the health and welfare of families.

**LINKS:**

<http://www.rci.rutgers.edu/~ncassady/jnu/sitind.html#states>

<http://wbln1018.worldbank.org/sar/sa.nsf/a22044d0c4877a3e852567de0052e0fa/bda6b892e28b548b8525>

<http://www.worldbank.org/html/extdr/hnp/hddflash/hcnote/hrn002.html>

**EDITOR'S NOTE:**

India  
Iraq  
embargo  
sanctions  
tacha  
Bangladesh

**NEWS CHRONICLE**

**BizRate.com**

1. Who is Farhad Mohit? What is BizRate.com? How did Mr. Mohit develop the idea for BizRate.com? What challenges and obstacles did Mr. Mohit encounter during the development of BizRate.com?
2. Refer students to the Internet to learn more about BizRate.com. As a class, discuss the following questions: How is BizRate.com unlike other search engines, portals or price bots? How can consumers benefit from BizRate.com? How does BizRate.com make money? What is your opinion about the site? Why do you think BizRate.com is one of the fastest growing sites on the Web?
3. According to the story, "BizRate.com reflects the excitement of the Internet era." What is the meaning of this statement? What are the similarities and differences between e-commerce and traditional commerce? Have you ever shopped or conducted business via the Internet? If so, describe your experience.
4. Read the following quote to your class: "Consumer problems on the Internet are on the rise, judging by the number of customer complaints compiled by the National Association of Consumer Agency Administrators and the nonprofit Consumer Federation of America." Next, refer small groups of students to online resources, including the websites below, to learn more about the benefits and pitfalls of shopping online. After students share their findings, have your class create a pamphlet to educate consumers about the potential pitfalls of Internet shopping. Students should also provide information about how to access consumer protection agencies. Disseminate the pamphlets to your school and local libraries.
5. What is an entrepreneur? Invite a local entrepreneur to visit your class and talk about the experience of owning a business. If possible, locate an entrepreneur who owns an online business. Ask the guest speaker to discuss such aspects of ownership as start-up costs, financial support, the hands-on nature of the business and the risks and benefits of being an entrepreneur. After the presentation, generate a class discussion about the skills and attributes that an entrepreneur must have to survive in the business world, and how these skills can be developed.

**LINKS:**

<http://www.bizrate.com/>

<http://www.connors.com/press/dealTime4.html>

<http://www.idg.net/go.cgi?id=45718>

<http://www.idg.net/go.cgi?id=45721>

<http://cnnfn.com/digitaljam/newsbytes/123655.html>

**EDITOR'S NOTE:**

Internet

e-commerce

entrepreneur

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## CNN NEWSROOM Guide

April 20, 2000

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### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00...02:35

**Top Story** ... 03:20...05:55

A federal appeals court rules that Elian must stay in the U.S. while his case is on appeal.

**In the Headlines** ... 02:45...08:40

A Canadian teen is arrested for computer hacking.

DAILY DESK ... 01:00...09:40

**Science Desk** ... 02:00...11:40

Scientists have decoded the entire genetic makeup of fruit flies.

**Science Desk Extra: Science on Stage** ... 02:25...14:05

A new theater group is making science more accessible to the public.

WORLDVIEW ... 01:00...15:05

**Check it Out** ... 02:20...17:25

Germany's government decides to import high-tech labor.

**Communication Transformation: Cyber Generation** ... 02:20...19:45

Finland's youth is taking the lead in adapting to new technology.

**Inside Asia** ... 02:00...21:45

The Bandai Company introduces robotic pets.

NEWS CHRONICLE ... 01:00...22:45

**Proper Etiquette** ... 02:10...24:55

In Berkley, CA, university students are taking etiquette lessons.

**Student Bureau** ... 02:20...27:15

Grandfather Mountain, N.C. is home to the swinging bridge.

CNN NEWSROOM CLOSE ... 00:45... 28:00

### ----- CNN NEWSROOM STORIES -----



**CNN NEWSROOM OPEN****TODAY'S NEWS****Top Story: Elian's Fate**

1. Who is Elian Gonzalez? How did he come to the U.S.? How has Elian been caught in an international tug of war? What is the current political climate between the U.S. and Cuba? In what way has the case of Elian Gonzalez become a symbol of the struggle between these two political systems?
2. What is the current disposition of the Elian Gonzalez case? Why has the recent decision of the U.S. Court of Appeals complicated the case? What legal claims have been made by Elian's Miami relatives? Do you think children should have the right to apply for asylum? Why or why not? In your opinion, should Elian be allowed to act on his own behalf in the matter of his immigration? Explain.
3. Who is Elian's current guardian? Do you think Elian should be placed in his father's care while he is in the U.S.? Who is Janet Reno? What is her position on the case? If you were Janet Reno, how would you handle Elian's situation? Have each student respond to this question by writing a letter to Ms. Reno advising her about what she should do. Direct students to consider the potential political ramifications of their proposals.

**LINKS:**

<http://cnn.com/2000/US/04/19/cuba.boy.05/index.html>

<http://www.ins.usdoj.gov/>

<http://www.usdoj.gov/>

**In the Headlines: Internet Hacker**

1. What is a computer hacker? Which country is "Mafiaboy" from? Why has Mafiaboy been arrested? What is a "denial of service attack"? Why is Mafiaboy's crime an international problem? What are U.S. and Canadian law enforcement agencies doing to stop computer hacking?
2. According to a U.S. law enforcement agent, "Unlike most crimes, cybercriminals know no boundaries and respect no sovereignties." What is the meaning of this statement? Some of the sites hacked by Mafiaboy were in the U.S. Do you think Mafiaboy should be extradited to the U.S.? Explain.
3. Why might some teenagers deliberately hack into an online business, academic institution, or government agency? What would you do if someone you knew were involved in a computer hacking scheme? Challenge students to generate a list of different businesses and government agencies that are on the Web. Discuss the serious problems that could occur if a hacker accessed these sites. Have each student write an opinion paper advocating a specific punishment for a teen that is involved in a hacking scheme that results in economic loss, physical damage or bodily injury.

**LINKS:**

<http://cnn.com/2000/TECH/computing/04/19/dos.investigation/index.html>

<http://www.rcmp-grc.gc.ca/html/rcmp2.htm>

<http://www.fbi.gov/search.htm>

**EDITOR'S NOTE:**

Elian Gonzalez  
appeal

Janet Reno  
hacker  
denial of service  
extradite  
Canada

## DAILY DESK

### Science Desk: Fruit Fly Genome

1. What have scientists recently accomplished related to the fruit fly genome? Describe the new technique scientists at Celera Genomics are using to quickly identify a DNA sequence. Why are fruit flies an ideal species to use for this kind of research? In what ways are fruit fly genes and human genes similar?
2. About what percentage of fruit fly genes have a corresponding gene in humans? How do you think scientists will use this information to find out "why, sadly, things sometimes go astray in human development?" How significant do you think mapping and understanding the fruit fly genome will prove to be 10 years from now? Explain.
3. Genetic research using fruit flies has already impacted human lives more than most people realize. Recently, fruit fly studies have helped scientists better understand human genetic predispositions to colon cancer, skin cancer, and alcoholism. What makes fruit flies the ideal species for genetic research is their short lifecycle, which is about 2 weeks. This means that scientists only have to wait a few days to see how a specific gene (genotype) will be expressed (phenotype). Working in small groups, have your students observe the fruit fly lifecycle by building their own fruit fly traps.  
**Important: These traps should be placed outside once they have been put together!** Each group will need: one 2-liter plastic bottle, one empty film canister, one roll of masking tape and several pieces of fruit. Have each group:
  1. Remove the the cap of the bottle and tape up the hole so that only a hole of 1cm or ¼ inch diameter remains.
  2. Cut off the top of the bottle about 1/3 of the way down. (Note to teachers: You may wish to cut the bottles yourself, in this step and in step #4, or carefully supervise the cutting.)
  3. Place the top of the bottle upside down inside the rest of the bottle and tape into place.
  4. Cut off the bottom of the bottle.
  5. Tape the empty film canister to the center of the bottom you just cut.
  6. Place several pieces of peeled fruit in the film canister.
  7. Tape the bottom of the bottle back into place.
  8. Place the fruit fly catcher outside.

Have the groups observe their bottles over the next two to three weeks, keeping individual journals where they draw and write down what they see. Have them watch carefully for the different lifecycle stages: eggs, larvae, pupae and fruit fly. At some point during the two weeks, have each group investigate the websites below to learn more about fruit fly genetic research and for examples of how it has been applied in human medicine. Then, after viewing at least one complete life cycle, have students infer other diseases or defects that might be explainable through fruit fly research and at what stage of development the disease or defect might appear.

#### LINKS:

<http://ceolas.org/fly/>  
<http://www.fruitfly.org/>  
<http://www.nigms.nih.gov/news/releases/peifer.html>  
[http://www.ucsf.edu/daybreak/1997/04/418\\_flys.htm](http://www.ucsf.edu/daybreak/1997/04/418_flys.htm)  
<http://www.skindex.com/trends/quicksum/qs4.html>  
<http://www.monsanto.co.uk/news/98/july98/dailymail14jul.html>

#### Science Desk Extra: Science on Stage

1. Do you like studying science? Why or why not? Have you ever watched television shows about science? If so, which shows did you like? Why? Why do you think some people find science to be uninteresting? What is the Alfred P. Sloan Foundation doing to make science more accessible to the general public? Do you think this is a worthwhile venture? Why or why not?
2. Have students brainstorm a list of noted scientists and important scientific events. Group students. Have each group research a person or event from the list. Instruct students to identify how the scientist or scientific event impacted the field of science and civilization. Then, challenge each group to present its information in the form of a skit.

**LINKS:**<http://www.fordham.edu/halsall/science/sciencesbook.html><http://www.sloan.org/main.htm>**EDITOR'S NOTE:**

fruit fly

genetic

genome

atomic bomb

theater

**WORLDVIEW****Check it Out: Germany High-Tech Jobs**

1. Why has the German government decided to import high-tech labor? How has Germany's high-tech sector responded to Chancellor Schroeder's plan? Who is criticizing the plan? Why?
2. Why do you think the Gerhard Schroeder's conservative opposition is using the slogan "children instead of Indians"? Do you think this slogan is xenophobic? Explain. In your opinion, will the "green card" issue affect the outcome of Germany's upcoming national elections? Why or why not?
3. Group students. Have each group select a country and research how computer technology and the Internet is reshaping the form, nature, and future course of the nation's economy. After students present their findings, ask: Do you think it's important that all nations support the worldwide race for technology development? Why or why not?
4. Refer students to multimedia resources, including the last website below, to learn about U.S. immigration policies, and the benefits and drawbacks associated with green card immigration. Then divide your class into two groups to debate whether or not Germany should import high-tech labor. Challenge groups to consider alternative ways for Germany to solve its high-tech labor problem.

**LINKS:**<http://www.cnn.com/TECH/computing/9911/05/chip.memory.idg/index.html><http://www.bundesregierung.de/english/01/newsf.html><http://immigration.about.com/mbody.htm?mk=r1&terms=Green+Card+Immigration>**Communication Transformation: Cyber Generation**

1. How have computers and Internet technology impacted Finland? Which demographic group in Finland has taken the lead in adapting to new technology? Do you think this trend is universal? Explain. Why are so many young people entering the computer industry in Finland? Do you think this trend will continue? Why/why not?

2. Divide your class into six groups. Have each group prepare a presentation about one of the following occupations within your country's computer industry: Programmers, computer engineers, systems analysts, database administrators, computer support specialists, and computer scientists. Instruct each group to identify the salary range, training and advancement opportunities, and outlook for each occupation. After the presentations, ask students if they would be interested in working within the high-tech industry.
3. Don Tapscott, author of the book "Growing Up Digital," asserts that "new media offers unprecedented opportunity for (young people) to learn new ways to work for what (they) believe in...to work for change..to find solutions to the current and emerging problems facing us all - where generations before (them) have failed." Share this quote with your class and discuss its meaning. Have students generate a list of current and emerging global problems. Then, challenge each student to select a problem from the list and write a paper describing how new technologies might be used to resolve the problem. Have students share their ideas and discuss.

**LINKS:**

<http://stats.bls.gov/oco/cg/cgs033.htm>

<http://www.cnn.com/TECH/computing/9808/11/kidsonline.idg/index.html>

<http://www.idg.net/go.cgi?id=15760>

<http://www.dol.gov/>

<http://www.odci.gov/cia/publications/factbook/fi.html>

**Inside Asia: Cat Robot**

1. What type of robot pets are being made by the Bandai Company? How are the robot cats similar to real cats? How much does a robot cat cost? What other types of robot pets have been developed? Who do you think will be the potential buyers for these robot pets? Would you buy one? Why or why not?
2. Why do people have pets? Do you own a pet? If so, what kind of pet do you own? How much money do you spend on your pet each month? What is "unconditional love"? How are pets a source of unconditional love for their owners? In your opinion, what are the advantages and disadvantages of having a robot pet as opposed to a "real" pet?
3. The robot cat has been referred to as a "sophisticated toy." Refer students to multimedia resources to learn more about robots and the uses for robotic technology. Then, challenge small groups of students to design their own robot toys. Have each group determine the function of the toy, how it would interface with its user, and what it would look like. Have groups share their ideas and discuss.

**LINKS:**

<http://www.geocities.com/Eureka/7331/horobot.htm>

<http://www.thetech.org/hyper/robots/contents/>

<http://www.starlifeservices.com/pettherapy.htm>

<http://ecol.webpoint.com/pets/birdhist.htm>

**EDITOR'S NOTE:**

green card

xenophobic

led display

sensors

industrialized

Kinder statt Inder

**NEWS CHRONICLE**

## Proper Etiquette

1. What is etiquette? What is the difference between etiquette and manners? Why are students from the University of California at Berkley taking etiquette lessons?
2. Do you think etiquette and manners are important? Why or why not? How do people learn proper etiquette and manners? Have you ever felt uncomfortable in a social situation because you were unsure of how to behave? If so, explain.
3. As a class, discuss the similarities and differences between the etiquette and manners that students display at home, in the classroom, at a restaurant, at a job, and with friends. Have students illustrate their points with personal experiences.
4. Are etiquette and manners culturally specific? Explain. If you have students who have lived or traveled over seas, ask them to share their experiences of what it was like to acclimate to the etiquette of another culture.
5. Have each student interview two adults from different generations to find out how social etiquette in your country has changed during the last century. After students share their findings, ask students to consider why these changes have occurred, and whether or not society had benefited from these changes.
6. We discover in the video that many people have never learned appropriate table manners. Refer groups of students to library and Internet resources, including the last website below, to locate an explanation of proper table manners for your country. After groups share their information, help students organize a formal meal so they can practice using proper dining etiquette and table manners. If possible, use a table cloth, plates and silverware, and have students dress for the occasion.

### LINKS:

<http://www.revealed.net/rcreader/97cov.htm>

<http://cnnfn.com/mybusiness/9606/18/index.htm>

<http://www.jc.com/voice/0698etiquet1.htm>

[http://www.mmit.com/george\\_washington/](http://www.mmit.com/george_washington/)

<http://www.cuisinenet.com/glossary/tableman.html>

## Student Bureau: Swinging Bridge

1. Where is Grandfather Mountain located? What is a ravine? Why is the swinging bridge historically significant? Why was the bridge in need of repair? What steps were taken to improve the bridge?
2. Why are bridges important to a society? In what way do they impact the evolution of a region? Refer students to multimedia resources, including the websites below, to research the history of a bridge that is architecturally or historically significant. Have each group identify how the bridge has affected the infrastructure and culture of the region.

### LINKS:

<http://www.encyclopedia.com/articles/00632.html>

<http://architecture.about.com/arts/architecture/msubmenu-bridge.htm>

### EDITOR'S NOTE:

etiquette

manners

bridges

Grandfather Mountain, N.C.



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## CNN NEWSROOM Guide

April 21, 2000

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### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:00...02:30

Top Story ... 02:10...04:40

One year ago shootings occurred at Columbine High School.

Columbine Voices ... 04:00...08:40

Students reflect on the Columbine tragedy.

At Issue: Elian Asylum ... 02:30...11:10

Elian's Miami relatives file a claim for his asylum.

DAILY DESK ... 01:00...12:10

Editor's Desk ... 02:25...14:35

Billionaire Michael Sayer wants to create a free online university.

WORLDVIEW ... 01:00...15:35

Political Front ... 04:30...20:05

CNN correspondent Christiane Amanpour revisits her home in Iran.

Culture Watch ... 02:00...22:05

An African ballet troupe presents the story of Mandinka.

NEWS CHRONICLE ... 01:00...23:05

Earth Day ... 04:10...27:15

Earth Day celebrates its 30th anniversary.

CNN NEWSROOM CLOSE ... 00:45... 28:00

### ----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: One Year Later

1. What happened one year ago at Columbine High School in Littleton, Colorado? How are mourners paying tribute to the victims of the shooting at Columbine? Why have some people filed law suits against law enforcement officials? What is your opinion of these law suits?
2. How were the children and parents of Littleton, CO affected by the shooting at Columbine High School? Many Columbine students and their families are still grieving. Facilitate a discussion about grief and how different people handle this emotion. Invite a mental health professional to address the class on dealing with grief.
3. Why was the song "Friend of Mine (Columbine)" written? Have students refer to the second website below to obtain the lyrics to the song. As a class, discuss the meaning of the lyrics. Ask students: Do you think this song is a "metaphor for moving on"? Explain.

**LINKS:**

<http://cnn.com/2000/US/04/20/columbine.07/index.html>

<http://cnn.com/US/9904/28/songwriters/>

<http://www.columbine.net/>

**Columbine Voices**

1. How do many residents of Littleton, CO feel about the shooting? How is the grieving process different for the people of Littleton than for the people who live outside of the community? How do you think students feel about returning to Columbine? Do you think it will be possible for them to "get over" the shooting and "move on"? Why or why not? If so, how?
2. Why you think many citizens of Littleton chose to publicly recognize the one year anniversary of the shooting? Do you think this was a good idea? Why or why not?
3. Why have some people criticized the media for its coverage of the shooting? Do you agree with these criticisms? Explain. Why do you think some people sought to blame others after the shooting? What do you believe are the root causes of the violence that occurred at Columbine High School? In your opinion, can the government and society prevent school shootings from happening again? Why or why not?
4. Did the shooting at Columbine High school affect you in any way? If so, how? Do you think anything good has come out of this tragedy? Explain. In his address, President Clinton stated "We must continue to honor (the students') memory and your courage by resolving to make America a safer place for all of our children." Refer groups of students to library and Internet resources, including the websites below, to identify different ways to improve the safety of your school and community. Have each group write a letter to the principal of your school or to a local government official that describes the group's ideas for making its school or community a safer place. Have students share their letters and discuss.

**LINKS:**

<http://cnn.com/2000/US/04/20/columbine.04/index.html>

<http://cnn.com/SPECIALS/1998/schools/>

<http://www.nsscl.org/>

<http://www.gallup.com/poll/index.asp>

[http://whyfiles.news.wisc.edu/065school\\_violence/](http://whyfiles.news.wisc.edu/065school_violence/)

<http://www.cdc.gov/ncipc/dvp/yvpt/yvpt.htm>

<http://www.ed.gov/pubs/AnnSchoolRept98/index.html>

**At Issue: Elian Asylum**

1. Who is Elian Gonzalez? Which country is he from? Why is he in the U.S.? What is "asylum"? Who has filed a claim for asylum on Elian's behalf? What is Elian's father's position on the situation?

2. What is the current disposition of the Elian Gonzalez case? How does the recent ruling by the 11th Circuit Court affect the role of the Immigration and Naturalization Service (INS) in the case? Can a child have an asylum claim that is different from his/her parent? Explain. Do you think Elian should be allowed to speak on behalf of himself to the INS? Why or why not?
3. According to the video, "If the appeals court rules that Elian Gonzalez is entitled to an asylum hearing, it could lead to another conundrum." What is the meaning of this statement? If Elian's legal battle requires him to end up staying in the U.S. for a year, do you think he should be granted permanent residence? Why or why not?
4. What is the meaning of the legal term, "burden of proof"? We learn in the video that in the U.S. a claimant for asylum has to make a claim in which they have to establish a "credible fear," and that fear can be based on being persecuted for race, religion, nationality, and affiliation with a social or political group. How does this guideline differ from adult to child? Based on what you know about the Elian Gonzalez case, do you think Elian could establish "credible fear"? If so, on what grounds?
5. Have students determine the different classifications of residency in the U.S., such as "citizen," "legal alien," and "illegal alien." What are the differences between these classifications? What type of resident classification do the Miami relatives want for Elian? What type of classification does Elian's father want for his son? Invite an attorney who specializes in immigration law to speak to your class about the process involved in becoming a legal alien in the U.S. After the presentation, ask students: What will happen if the Miami relatives get their way? What will happen if Elian's father gets his way?

**LINKS:**

<http://cnn.com/2000/US/04/20/cuba.boy.05/index.html>

<http://cnn.com/interactive/us/0004/cuba.boy.court.transcript/frameset.exclude.html>

<http://www.ins.usdoj.gov/>

<http://www.usdoj.gov/>

**EDITOR'S NOTE:**

Columbine High School

grief

violence

asylum

burden of proof

credible fear

persecution

**DAILY DESK****Editor's Desk: Internet University**

1. Who is Michael Sayer? What is unusual about the university he hopes to found? How is he willing to back up his dream? How many traditional universities offered online courses in 1998?
2. If Sayer's university is available when you are ready to begin college, would you enroll? Why or why not? In what ways do you think that the experience would be different from attending a traditional university? What are some of the advantages and disadvantages of each type of education?
3. Sayer's online university would not charge tuition. In what ways could that impact the potential for many people? Do you think that a university should be free to all? If yes, why? If no, should it be free to anyone? Under what conditions, if any, do you believe that higher education should be free?

4. Do you think that an online university degree should be valid? Why or why not? In what circumstances do you think that the Internet should play a role in education?
5. Do you enjoy learning? Explain. What teaching methods do you prefer (lecture, experiential, etc.)? Why? What type of teaching tools are available on the Internet? Do you think you would enjoy taking classes on the Internet? Why or why not?
6. Divide your class into small groups. Challenge each group to select a subject and develop an Internet lesson plan on the topic. Then have each group present its lesson to the class. After each presentation, have students discuss whether or not the lesson would work well for Internet students and teachers.

**LINKS:**

<http://www.fastcompany.com/online/33/microstrategy.html>

[http://www.drake.edu/iaicu/consumer\\_guide.html](http://www.drake.edu/iaicu/consumer_guide.html)

<http://www.internet-university.com/homepage.html>

<http://quarles.unbc.ca/ideas/>

**EDITOR'S NOTE:**

online courses

Internet

tuition

**WORLDVIEW****Political Front: Going Home**

1. Who is Christiane Amanpour? Why did Ms. Amanpour return to Iran? When did the Islamic Revolution and the Iran-Iraq War occur? How did these events impact Ms. Amanpour and her family? How does Ms. Amanpour feel about returning home? Why?
2. How did Mr. Amanpour respond to the political events of 1979? Why? Mr. Amanpour states that his daughter would not have had the same professional opportunities if she stayed in Iran. What do you think he means? Why is education important to individuals and society? Do men and women in your country have equal opportunities, including equal access to education? Why or why not?
3. What type of challenges and obstacles do you think Ms. Amanpour and her family encountered when they left Iran? Do you like living in your country? Why or why not? What governmental policies, if any, might compel you to want to move to another country?
4. When did Ms. Amanpour "develop her first inkling of political awareness?" How did her interest in politics change her life? In your opinion is it important for people to be knowledgeable about national and international politics? Explain. Do you consider yourself to be politically aware? Why or why not?
5. Divide your class into two groups to prepare presentations about the history and impact of either the Iran Revolution (including the siege on the U.S. embassy and the U.S. hostage situation) or the Iran-Iraq War. How did these events impact the people of Iran, and Iran's relationship with other nations, including the U.S.? After groups present their information, have students discuss how the Islamic Revolution influenced the Iran-Iraq War, and whether these events continue to impact the people of Iran and the nation's relationship with the U.S.



**LINKS:**

<http://www.looksmart.com/eus1/eus53706/eus53710/eus53828/eus56154/eus64827/eus554837/eus55534>  
[http://dir.yahoo.com/Regional/Countries/Iran/Government/Politics/Parties\\_and\\_Groups/index.html](http://dir.yahoo.com/Regional/Countries/Iran/Government/Politics/Parties_and_Groups/index.html)  
<http://www.cfsc.dnd.ca/links/milhist/irir.html>  
<http://tehran.stanford.edu/imagemap/tehran.html>  
<http://www.irannet.com/>  
<http://www.irna.com/index.htm>  
<http://www.cnn.com/WORLD/meast/9901/31/iran.20th/>  
<http://tehran.stanford.edu/imagemap/tehran.html>

**Culture Watch: Mandinka Ballet**

1. What was the Mandinka Empire? What is the name and origin of the ballet troupe that is performing "Mandinka"? Why is this ballet considered more than entertainment? In what way is the story of Mandinka universal?
2. "Mandinka" tells of the struggle for power and the celebration of new discoveries in the ancient civilization of Mali. Refer students to library and Internet resources to learn more about the geography, history and culture of the Mali Empire, including the ancient intellectual achievement at Timbuktu, the Mandinka tribe of West Africa, and the slave trade. Then, challenge small groups of students to use a creative format, such as music, writing, storytelling or painting to teach others about a particular aspect of the Mali civilization.

**LINKS:**

[http://www.pbs.org/wonders/fr\\_rs.htm](http://www.pbs.org/wonders/fr_rs.htm)  
<http://www.africana.com/>  
<http://www.rootsworld.com/rw/villagepulse/mandinka.html>  
[http://www.cpa.psu.edu/show\\_mandinka.html](http://www.cpa.psu.edu/show_mandinka.html)  
<http://historymedren.about.com/library/weekly/aa022299.htm?rnk=r3&terms=mandinka>

**EDITOR'S NOTE:**

Iran  
Islamic Revolution  
Iran-Iraq War  
Mandinka  
slave trade  
Africa

**NEWS CHRONICLE****Earth Day**

1. What is Earth Day? When was the first Earth Day observed? Who is credited with the creation of Earth Day?
2. Describe the evolution of the environmental movement during the last 30 years. How have different presidential administrations affected the movement? What have been some of the movement's major accomplishments? What environmental problems are currently threatening our planet? Why do some individuals feel that the environmental movement is experiencing "a mid-life crisis"?
3. What is the U.S. Environmental Protection Agency (EPA)? Have groups of students prepare a presentation about either the Clean Air Act, the Clean Water Act, or the Endangered Species Act. Have students cite examples of how these laws have impacted the environment. Following the presentations, ask students: Do you think the EPA and these laws are effective and necessary? Explain.

4. Have students research the disasters at Three Mile Island and Love Canal and share their findings. Inform students that in the 1970's these disasters became symbols for concerns over nuclear energy and toxic waste. Challenge students to select one of the current environmental problems mentioned in the video and identify recent events that would serve as symbols for these problems. Have students create posters using the symbols to inform others about the environmental problem.
5. What is significant about the temperature in the U.S. during the last three months? How can a one degree difference in temperature affect the planet? On April 22, Earth Day 2000, more than half a billion people worldwide will campaign against environmental destruction and global warming. Direct students to multimedia resources to learn more about global warming and what scientists know about it. Share student findings in class discussion. Ask: Is there agreement among scientists on the subject of global warming? Do all scientists agree that the earth's climate is getting warmer? Of those who agree, do all agree that humans are to blame? Discuss whether political leaders should make global warming an issue in their campaigns.

**LINKS:**

<http://cnn.com/SPECIALS/views/y/2000/04/dykstra.earthday.apr20/index.html>

<http://www.earthday.com/>

<http://www.earthday.net/action/lifestyle-tips.asp>

<http://www.epa.gov/globalwarming/>

**EDITOR'S NOTE:**

Earth Day

Environmental Protection Agency

logging

ozone hole

global warming

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## CNN NEWSROOM Guide

April 24, 2000

**Tuesdays on CNN NEWSROOM:** From the campaign trail to the election process, the continuing series **Democracy in America** puts this year's election in perspective for students.

### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 01:25... 01:25

**TODAY'S NEWS** ... 00:45...02:10

**Top Story** ... 05:00...07:10

U.S. government agents stage a surprise raid and take Elian Gonzalez from his Miami relatives' home.

**In the Headlines** ... 00:45...07:55

The next shuttle mission is scheduled for launch today.

**DAILY DESK** ... 00:35...08:30

**Environment Desk** ... 02:15...10:45

Yosemite might scale back visitation to improve the park's overall health.

**WORLDVIEW** ... 00:30...11:15

**One World Habitat: Amazon Underwater** ... 04:00...15:15

Scientists are just beginning to explore the biodiversity of the Amazon.

**Wild Kingdom** ... 03:05...18:20

Turkey faces a growing black market trade in chimpanzees.

**Around the World** ... 03:10...21:30

Kangaroo Island is a showplace of Australian wildlife.

**NEWS CHRONICLE** ... 00:25...21:55

**Our World** ... 02:05...24:00

Video game testers get paid to play.

**Special Series** ... 03:00...27:00

More states look to graduated licenses as a way to keep teenage accident rates down.

**CNN NEWSROOM CLOSE** ... 01:00... 28:00

### ----- CNN NEWSROOM STORIES -----

**CNN NEWSROOM OPEN**

## TODAY'S NEWS

### Top Story: Elian's Fate

1. Why did federal agents enter the home of Lazaro Gonzalez early Saturday morning? How did they obtain entry? What happened once they entered the house? Where did they take Elian? Why did Attorney General Janet Reno pursue this "enforcement action"? How did the Cuban-American community in Miami's Little Havana react?
2. What kinds of photos of Elian were released by his family yesterday? Why do you think the photos were taken? What charge did Elian's cousin, Marisleysis, level regarding these photos? How did Juan Gonzalez's attorney respond? Who do you believe? Why? What is the mood among Elian's Miami relatives? Do you think their feelings are justified or unfounded? Explain.
3. U.S. Senator Bob Smith has said of Saturday's pre-dawn raid on the Gonzalez home, "What happened yesterday was not the rule of law... it was a violent abuse of power." He called the raid "an armed assault on an innocent family." Presidential Press Secretary Joe Lockhart, representing the Clinton Administration, has said, a "minimum level of force" was used. He said members of the Gonzalez family in Miami "openly said they would not follow the law." Read these two views to students and ask what they think. Was the Justice Department justified in taking Elian from the Gonzalez home? Was the method of entry appropriate? Have each student conduct research to learn more about the specifics of this case, if necessary. Then direct each student to write a brief editorial in which he/she makes his/her views and rationale known. Select two opposing views to be published in your school newspaper.

### LINKS:

<http://cnn.com/2000/US/04/23/cuba.boy.02/index.html>

<http://www.ins.usdoj.gov/graphics/index.htm>

<http://www.usdoj.gov/ag/index.html>

<http://libertyforelian.org/>

### EDITOR'S NOTE:

Elian Gonzalez

Janet Reno

Juan Miguel Gonzalez

battering ram

appeal

shuttle

monochromatic

### DAILY DESK

#### Environment Desk: Yosemite Remodel

1. About how many people visit Yosemite National Park each year? What method of transportation do most of the visitors use to visit the park? What impact do you think this has on the ecosystems living there? According to the National Park Service, why is a restoration plan necessary?
2. What are the provisions of the restoration plan unveiled by Secretary of the Interior, Bruce Babbitt? What does he envision happening to the park in the next 25 – 30 years? What was the Sierra Club's response to Secretary Babbitt's plan? Do you agree or disagree? Explain. What input does the public have on this decision?
3. To better understand what is at stake in the Yosemite restoration proposal, it is necessary for students to understand how the National Park movement originated and its original purpose. Working in small groups have your students investigate the websites below, as well as other current

information, to find answers to the following questions:

- Who was the National Park Movement's founder?
- How and when did the movement start?
- What were the original objectives of the movement?
- Are those objectives still guiding National Park policy today?

Discuss with your class whether or not the federal government's Yosemite restoration plan is in line with the original intent of the National Park movement. Then have a simulated community meeting to discuss the issue and take a class vote on whether or not to adopt the plan.

**EXTENSION:** Have each group create its own set of guidelines that it thinks should govern National Parks such as Yosemite. Have each group present its guidelines and have a class discussion of its merits and public appeal.

**LINKS:**

<http://www.nps.gov/yose/planning/yvp.htm>

<http://www.nps.gov/bibe/nps hist.htm>

<http://www.nps.gov/wica/nps histo.htm>

<http://www.nps.gov/legacy/legacy.html>

<http://www.cr.nps.gov/history/timeline.htm>

**EDITOR'S NOTE:**

Yosemite Valley  
granite  
human imprint  
Sierra Club

**WORLDVIEW**

**One World Habitat: Amazon Underwater**

1. Locate the Amazon River on a world map. What is a rain forest? What kind of climate would you expect to find in a rain forest? What kinds of plants and animals are usually found in this kind of climate?
2. How does the Amazon Basin compare to European rivers and lakes in the number of species of fish found there? How many species of fish can be found in the Amazon Basin? Where is the Mamiraua Reserve? How does nature transform this region every year?
3. What is scientific research revealing about the Mamiraua Reserve ecosystem? Besides fish, what other animals are the scientists studying? How do these studies benefit interests beyond the Reserve?
4. Inform your students that the Amazon River holds more than 20% of the world's fresh water and has at least 1,000 tributaries. This fact alone gives students some hints as to the depth of biodiversity that is found there. Have students work in groups to conduct research to learn more about the different plant and animal species found in the Amazon Basin. Have each group select one of these species and create an informative poster, website, or fact sheet that provides details about that species' place in the Amazon ecosystem.
5. Have each group of students select one river ecosystem anywhere in the world and investigate its plant and animal species, and the factors that threaten the existence of those species. Have each group share its findings. Discuss what might happen if one or several of these river ecosystems was drastically altered by pollution, overfishing, climate change, or other forces. Why is it so important



to protect the world's river ecosystems?

**LINKS:**

<http://www.conservation.org/WEB/NEWS/PRESSREL/00-0225-0.htm>

<http://www.natsafaris.com/beco1.htm>

<http://www.txinfinet.com/mader/ecotravel/amazon/amazon.html>

<http://www.fishunlimited.org/fumenu4.html>

[http://www.umesc.usgs.gov/aquatic\\_ecology/threats/](http://www.umesc.usgs.gov/aquatic_ecology/threats/)

**Wild Kingdom: Turkey's Monkey Business**

1. How are the two newest additions to the Bosphorus Zoo's Chimpanzee Habitat symbols of Turkey's primate problems? How do smugglers get the baby chimps? Where and how are the animals smuggled into Turkey?
2. What international legislation do Turkish officials say they are following to prevent the sale of endangered animals? Is there a law in Turkey against the sale of exotic animals? How does this lack of legislation in Turkey encourage the smuggling of primates? Explain.
3. In the video we learn that people are willing to pay \$20,000 to own a cute baby chimpanzee, so the demand for these animals as pets is another factor that fuels their black market trade. Ask your students if they think owning exotic pets is a good idea, even if it were legal. Have students research the pros and cons of exotic pet ownership, and share their findings. Generate a class discussion on the meaning of the term "domestication," as it applies to animals. What is the difference between a domesticated and a wild animal? What habits and behavior does a wild animal exhibit that a domesticated animal does not? Many zookeepers and veterinarians advise against keeping exotic or wild animals as pets because they believe that domestication is a process that takes generations and cannot be "learned." Does your students' research support or refute that assertion? Discuss.

**LINKS:**

<http://www.blarg.net/~critter/Primates/Primates.htm>

<http://netvet.wustl.edu/primates.htm>

<http://www.primite.wisc.edu/pin/sayno.txt>

<http://www.ifaw.org/exploitation.html>

**Around the World: Kangaroo Island**

1. Where is Kangaroo Island? List the different kinds of animals that visitors to the island might see. How do the animals interact with humans who come to visit? Why do you think the animals appear to be unafraid of people?
2. What kinds of animals and plants might visitors to your region see? Have groups of students investigate your region's trees, flowers, birds, fish, and other animals to learn more about the wildlife of the region. Then have the groups share and combine their information to create a comprehensive guide to the plants and animals of your area. Have students illustrate, edit and "publish" the guide and present a copy to your school's library.

**LINKS:**

<http://www.dove.net.au/~rwoolly/welcome.html>

<http://www.tourkangarooisland.com.au/>

**EDITOR'S NOTE:**

diversity  
biomass  
caimans

manatees  
black market  
primates  
marsupials  
eucalyptus

## NEWS CHRONICLE

### Our World: Paid to Play

1. What does Clayton Wolfe do for a living? What kind of hours does he work? Who is the "average" game tester? What kinds of skills does one need to be a game tester?
2. How do these workers test the games they are given? What kind of flaws or potential problems are they trying to spot? What happens once the game tester has made a list of these flaws and problems? Why do you think the turnover rate for this job is so high?
3. A game tester's job might seem like a "dream job" for many of your students, but as with any job, there are downsides. Have students conduct research and refer back to the video to learn more about the game tester's job. Direct each student to make a list of the positives and negatives he/she thinks would be associated with the game tester's occupation. Then have each student write an essay explaining "Why I would (or would not) want to be a game tester."

### LINKS:

<http://www.gamespot.com/betacenter/index.html>

<http://www.playtesters.com/>

### Special Series: Teen Driving, Part I

1. In 1998, approximately how many teenagers died in auto accidents where teenagers were behind the wheel? Explain how a graduated driver's license system works. How many states have adopted some form of this system since 1994? Why do you think the graduated license program is so popular among state governments?
2. How is the graduated license system like an "apprenticeship"? Where has this program been successful? Some states are considering raising their driving ages. Do you think this is a good idea? State your rationale.
3. What kinds of laws are in place in your state to minimize the risk of teenage fatalities? Have students work in groups to learn more about teenage driving laws in your state, including:
  - o the legal driving age for permits, various stages of licensing and full driver's licenses,
  - o the training a new driver must have before applying for a license,
  - o any tests new drivers must take (including written tests, vision tests, and road tests),
  - o any curfews, limits on numbers of passengers, and other limitations that apply specifically to young drivers.Next, have groups secure statistics on young driver accidents and fatalities in your state. Share group findings. Which of the conditions attached to teenage drivers' licenses appear to be effective? Which should be strengthened or changed? Discuss.
4. According to the Insurance Institute for Highway Safety, "teenage drivers have the highest death rates per mile driven among all age groups, followed by elderly drivers and young adult males." Invite an insurance professional to explain how this fact impacts insurance rates for young drivers, male and female. Discuss steps young drivers can take to keep their insurance premiums down. To what extent do graduated licenses affect insurance rates?

### LINKS:

[http://www.carsafety.org/safety\\_facts/teens/teenager.htm](http://www.carsafety.org/safety_facts/teens/teenager.htm)

[http://www.carsafety.org/safety\\_facts/qanda/gdl.htm](http://www.carsafety.org/safety_facts/qanda/gdl.htm)  
[http://www.carsafety.org/safety\\_facts/qanda/teens.htm](http://www.carsafety.org/safety_facts/qanda/teens.htm)  
<http://www.drivertracker.com/teen.htm>

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**EDITOR'S NOTE:**

game testers  
graduated license  
apprentice system  
fatality

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**External websites are not endorsed by Turner Learning.**

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## **CNN NEWSROOM Guide**

**April 25, 2000**

**Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at <http://turnerlearning.com/newsroom/enroll.html>.**

### **----- PROGRAM RUNDOWN -----**

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:30... 01:30**

**TODAY'S NEWS ... 00:20...01:50**

**Top Story ... 03:00...04:50**

**-Cuban Americans plan a protest action in Miami today.  
-Attorney General Reno defends her decision to storm the Gonzalez home.**

**World Reaction ... 02:15...07:05**

**The Elian Gonzalez story dominates global news.**

**In the Headlines ... 00:45...07:50**

**The launch of the shuttle Atlantis is rescheduled for today.**

**DAILY DESK ... 01:00...08:50**

**Health Desk ... 01:40...10:30**

**Children can start taking steps to avoid osteoporosis.**

**WORLDVIEW ... 00:30...11:00**

**Inside North America ... 08:55...19:55**

**Nurturing Native American children and their culture is the mission of this unique school.**

**NEWS CHRONICLE ... 00:20...20:15**

**Special Series ... 03:25...23:40**

**A teen center is built in memory of a teenager who was killed in a car accident.**

**Turner Website Information ... 00:40...24:20**

**Information on the CNN NEWSROOM Daily Classroom Guide**

**Democracy in America ... 03:00...27:20**

**Barbie is the newest candidate for U.S. President.**

**CNN NEWSROOM CLOSE ... 00:40... 28:00**

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Elian's Fate

1.How are Cuban Americans planning to show their displeasure with the U.S. government's handling of the Elian Gonzalez case? What did the federal government do that has made them upset? If they are successful in shutting down the city, what point will they make?

2.How is Attorney General Reno reacting to criticism of her decision to seize Elian Gonzalez from his Miami relatives' home? What political fallout could result from this action? Do you think congressional hearings are likely to hurt the Clinton Administration? Why or why not?

3.Where is Elian living now? Where are his Miami relatives? What is the next step in this case? How does Juan Miguel Gonzalez hold the key to Elian's ultimate fate?

4.Generate a class discussion about the different reactions to the Attorney General's decision to take Elian from his Miami relatives' home. Focus the discussion on the reactions from Cuban Americans around the U.S. How have some Cuban Americans made their views on this case known? Inform students that Americans have often used protest and civil disobedience to make their views known on a variety of subjects. Have students work in groups to investigate some of these protest actions and their effectiveness, and share their findings. Refer students back to the beginning of this segment. How are Cuban Americans in Miami planning to protest? Do students think this will be effective? Why/why not? Do they think this action will have political and/or economic impact? Discuss.

LINKS:

<http://cnn.com/2000/LAW/04/24/elian.overview/index.html>

<http://cnn.com/2000/ALLPOLITICS/stories/04/24/elian.politics/index.html>

World Reaction

1.Describe some of the international reactions heard in this story to the federal government seizure of Elian Gonzalez. How were the pictures of this raid received by observers outside the U.S.? Were the reactions any different from the various reactions expressed in the U.S.? Explain.

2.What was the "larger picture" many international viewers saw in the photographs? Based on what you have seen in the video, do you think the raid had a positive or a



negative impact on most people's image of the United States? State your rationale.

3. Remind students of the phrase "A picture is worth a thousand words." Did the well-publicized picture of the raid have an impact on them? How do photographs define moments in history? Challenge students to find other examples of photographs that have shaped history in our minds. Ask students to share the photos they find and explain the historical context of each. Ten or twenty years from now, what do students think they will most remember about the photographs of Elian they have seen this weekend?

**LINKS:**

<http://news.lycos.com/headlines/TopNews/article.asp?docid=RTNEWS-ELIAN-LEADALL&date=>

[http://cbc.ca/cgi-bin/templates/view.cgi?news/2000/04/24/aftermath\\_000424](http://cbc.ca/cgi-bin/templates/view.cgi?news/2000/04/24/aftermath_000424)

<http://www.guardianunlimited.co.uk/international/story/0,3604,213416,00.html>

<http://centralamericanews.com/?action=display&article=1793246&template=centralamerica/index>

**EDITOR'S NOTE:**

rhetoric

political asylum

I.N.S.

Janet Reno

Elian Gonzalez

tactics

Fidel Castro

Cold War

**DAILY DESK**

**Health Desk: Osteoporosis**

1. What is osteoporosis? How many Americans have the disease? Is osteoporosis an inevitable part of aging? Explain. What can children do to keep from getting osteoporosis?

2. Refer students to the last website below to determine if they are at risk for developing osteoporosis. If so, have students identify what they can do to decrease their risk for developing the disease.

3. In the video we learn that to prevent osteoporosis young people should eat a diet that is rich in calcium and vitamin D and get plenty of regular exercise. What foods are rich in calcium and vitamin D? Challenge pairs of students to develop daily menus and exercise regimes that promote good bone health. The websites below should provide useful information about nutrition and exercise. After students present their information, challenge them to implement their diet and exercise regimes the next day.

4. Ask students if they have ever fractured or broken a bone. If so, ask them to describe how they were physically and

psychologically affected by these injuries. Next, inform your class that there are between 200 and 212 bones in the human skeleton, and that osteoporosis is responsible for "more than 1.5 million fractures in the U.S. a year, including: 300,000 hip fractures, approximately 700,000 vertebral fractures, 250,000 wrist fractures, and 300,000 fractures at other sites." Then have students consider what it would be like to live with osteoporosis. Invite a physician, and if possible, someone who has osteoporosis to speak to your class about the disease.

**LINKS:**

<http://www.osteoporosis.org/>  
<http://www.kidshealth.org/parent/nutrition/exercise.html>  
<http://www.eatright.org/nutresources.html>  
<http://www.nlm.nih.gov/medlineplus/osteoporosis.html>  
<http://www.nof.org/osteoporosis/osteoporosis.htm>  
<http://www.nof.org/osteoporosis/stats.htm>

**EDITOR'S NOTE:**

osteoporosis  
calcium  
vitamin D  
bone mass  
bone density tests

**WORLDVIEW****Inside North America: Circle of Nations**

1. What happened to the culture and customs of most Native Americans when they were forced to relocate to government reservations? Where were 1/3 of all Indian children educated by the year 1931?

2. Where is the Wahpeton School? Who currently heads this school? What is her personal connection to the school? What unpleasant memories does she have of her experience there? According to Joyce Burr, why were the students beaten?

3. How is the Wahpeton School different today from the school Joyce Burr attended? Who attends this school? What kinds of problems do these students have? How does the environment at the Wahpeton School nurture these students?

4. What is life like for Native Americans who live on reservations? Have students work in groups to research life on reservations, and the problems many Native Americans encounter there. Share student findings and compare the problems found on reservations to those experienced by some of the students in this story. Why do students think these problems are widespread among

**Native American reservation populations? The National Center for Policy Analysis refers to America's Indian nations as the "Third World USA." Do students think this is a valid label? Discuss.**

**5. Why were Native Americans relocated to U.S. government reservations in the 19th and 20th centuries? Why was their culture suppressed? Have groups of students conduct research to find the answers to these questions and share their findings. Discuss the physical and emotional impact of the Trail of Tears and other tragedies that Native Americans experienced. Consider how these tragedies affected their people and their culture. Then direct each group of students to keep Native American culture alive by researching and presenting a lesson on one aspect of Native American culture such as language, customs, folklore or music.**

**LINKS:**

<http://members.aol.com/bbbenge/page6.html>

<http://indy4.fdl.cc.mn.us/~isk/schools/schools.html>

<http://www.uwec.edu/Academic/Geography/Ivogeler/w188/i3.htm>

<http://www.uwec.edu/Academic/Geography/Ivogeler/w188/datarace.htm#racial>

<http://www.public-policy.org/~ncpa/ea/eaja96/eaja96h.html>

<http://www.americanwest.com/pages/indians.htm>

<http://www.doi.gov/bureau-indian-affairs.html>

<http://www.system.missouri.edu/upress/spring1996/gilbert.htm>

**EDITOR'S NOTE:**

Native American  
ethnic cleansing  
ancestral  
huffing

**NEWS CHRONICLE**

**Special Series: Teen Driving, Part II**

**1. Discuss how the lives of Ashleigh Best and Lavonne Burch were forever changed one October night in 1996. Who perished in this accident? How are both individuals coping with their emotional injuries? Explain how Ashleigh and Lavonne have channeled their grief into positive action.**

**2. Ashleigh embraces the adage that "whatever doesn't kill you makes you stronger." What do you think she means? If possible, cite examples from your own life that illustrate this philosophy.**

**3. Referring students back to the video, ask: According to the video, what issues are teenagers dealing with in today's society? Do you agree? Why or why not? How does Jadie's Place help teens? Cite the community programs that exist in your area to help teenagers. Do students think these types of community programs are necessary? Why**

or why not? Group students. Challenge each group to develop a plan for a teen community center, detailing its purpose, programs, location and sources of funding. Have the class critique each group's plan.

4. According to a recent study published in the Journal of the American Medical Association, "the risk of a teenage driver dying in a car crash increases when he/she shares the ride with other young people." Refer students to the websites below to learn about the graduated driving laws in some states and other options that some people feel can reduce teen driving accidents. Solicit students' opinions on these programs and help them to consider not only their desire to drive independently but also the need to reduce accidents. Ask students to create posters that either inform others about teen driving statistics or about possible ways to increase driving safety.

**LINKS:**

<http://www.cnn.com/2000/HEALTH/children/03/21/teen.driving/index.html>

<http://www.hwysafety.org/>

<http://www.teendrivinghotline.com/>

<http://www.teendriving.com/>

<http://www.rookiedriver.com/>

**Democracy in America: Barbie for President**

1. Who (or what) is Barbie? For what office is she "running"? Why has she been accused of being "stiff and lifeless"? What kind of campaign will she run? What experience does she bring to the political arena? Who are her possible "running mates"?

2. Barbie isn't the first novelty candidate to dive into the political arena. Other personalities, real and fictitious, have thrown their hats in the ring throughout U.S. history. (Remember "Snoopy for President"?) Ask students to consider what qualities novelty candidates offer the voting public, and why their "candidacies" generate interest. Then have each student create a campaign poster and campaign button for a novelty candidate he or she would like to see on the ballot in November. Have students present their candidates, including their posters and buttons, in the form of nominating speeches to the rest of the class. Discuss what these fictitious candidates offer the electorate that actual candidates do not.

3. One political advantage Barbie has is name recognition. Introduce the concept of name recognition to the class. Then divide the class into small groups, and have each group consult the third website below for a list of this year's presidential candidates from a variety of political parties. Have each group select a few of the lesser-known names from this list and survey voting age adults to see if they can correctly identify them as presidential candidates. Have groups report on their results. Were many of the names students put before the voters immediately

recognized by the voters? Why is name recognition such an important factor in an election? How does it often give candidates an edge in elections? Is name recognition ever a negative? Discuss.

**LINKS:**

<http://www.barbie.com/>

<http://cnn.com/2000/ALLPOLITICS/stories/04/24/video.barbie/index.html>

<http://www.politics1.com/p2000.htm>

**EDITOR'S NOTE:**

prank

fatalities

accountable

Barbie

attack ads

running mate

platform

pundits

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## CNN NEWSROOM Guide

April 26, 2000

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### ----- PROGRAM RUNDOWN -----

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:35... 01:35**

**TODAY'S NEWS ... 00:50...02:25**

**Top Story ... 06:30...08:55**

Americans recognize the 25th anniversary of the Vietnam War.

**Look Ahead: April 27-28: Vietnam War Anniversary ... 00:30...09:25**

**In the Headlines ... 01:05...10:30**

Cuban Americans in Miami protest the government's seizure of Elian.

**DAILY DESK ... 00:50...11:20**

**Business Desk ... 01:50...13:10**

Technology presents the U.S. Patent Office with new challenges.

**WORLDVIEW ... 00:45...13:55**

**Divine Guidance: Mount of Olives ... 03:00...16:55**

The Mount of Olives is seen as a focal point for the end of time by three world religions.

**Inside Asia ... 02:30...19:25**

The Philippine government announces funding cuts for universities.

**Inside Africa ... 02:30...21:55**

Donor nations are not responding quickly enough to the human tragedies in Africa.

**Short Take ... 01:00...22:55**

Mongolia's nomadic herders face starvation as their livestock die.

**Turner Website Information ... 00:45...23:40**

Information on the CNN NEWSROOM Daily Classroom Guide

**NEWS CHRONICLE ... 00:55...24:35**

**Our World ... 01:50...26:25**

Hina Aqil is named New York City's top youth entrepreneur.

**Look Ahead: May 1-5: Viviendo en America ... 00:45...27:10**

CNN NEWSROOM CLOSE ... 00:50... 28:00

## ----- CNN NEWSROOM STORIES -----

## CNN NEWSROOM OPEN

## TODAY'S NEWS

## Top Story: Vietnam: 25 Years Later

1. What circumstances and events led to the war in Vietnam? How did the U.S. get involved in this war? How many Americans lost their lives in this effort? How did the war divide the U.S. and create hostility on the domestic front? When did the Vietnam War end? Have students consult online and other resources to learn more about the Vietnam War. After students share their findings, discuss the reason why this conflict is an emotional topic among many of those who served in it as well as among American civilians who lived through it.
2. For what do the initials POW and MIA stand? Refer students to multimedia resources, including the websites below to learn more about the POW/MIA issue during and after Vietnam. Ask students to research the following questions:
  1. How did the POW/MIA issue become a political issue?
  2. How was the POW/MIA issue a factor in U.S. military strategy during the Vietnam War?
  3. Why haven't all U.S. POWs and MIAs been accounted for at present?
  4. What is being done to address the status of POWs and MIAs?
  5. Why do you think the Vietnamese support the U.S. efforts to locate American MIA's?Share student findings in class discussion.
3. What is the current status of the relationship between the U.S. and Vietnam? Who is John McCain? John McCain was a prisoner of war in Vietnam for almost 6 years. Have students conduct research to learn more about his ordeal and his willingness, years later, to put the past behind and promote normalized relations with Vietnam. Have students discuss why John McCain's presence in Vietnam to mark the 25th anniversary of the Vietnam War was politically and psychologically important.
4. Have students consider how family and friends of MIAs feel about having a loved-one missing in action. Inform students that the words "YOU ARE NOT FORGOTTEN" are written at the bottom of the Vietnam War POW/MIA flag. Why is it important that POWs and MIAs are remembered? Challenge each student to design a memorial for the American soldiers who are missing in action. Have students share their designs and discuss their political and emotional significance.

## LINKS:

<http://cnn.com/SPECIALS/2000/vietnam/>  
<http://cnn.com/specials/2000/vietnam/story/related.sites/>  
<http://cnn.com/2000/ASIANOW/southeast/04/25/mccain.vietnam/index.html>  
<http://cnn.com/WORLD/asiapcf/9812/31/viet.mia/index.html>  
<http://www.teachvietnam.org/>  
<http://members.aol.com/usaheroes/natl.htm>  
<http://lcweb2.loc.gov/pow/powhome.html>  
<http://www.va.gov/>

## In the Headlines: Elian Gonzalez

1. Where are Elian and his father living now? Why did many Cuban Americans in Miami stay home from work yesterday? Do you think these protests will be effective? Explain. What is the next step in this case? A federal court has ordered that Elian Gonzalez must remain in the U.S. until a court

reviews his case next month. Do you agree with the federal court's decision? Explain.

2. Do you think the U.S. government should have removed Elian from the home of his Miami relatives? Why or why not? In your opinion, was the U.S. government's use of force to remove Elian excessive or appropriate? Explain. Do you think the U.S. Senate should hold hearings on the federal government's decision to physically remove Elian from the Miami relatives' home? Why or why not? In your opinion, should Elian remain in the U.S. with his relatives or live with his father in Cuba? Explain.

#### LINKS:

<http://cnn.com/2000/US/04/25/cuba.boy.04/index.html>

<http://www.ins.usdoj.gov/>

<http://www.usdoj.gov/>

#### EDITOR'S NOTE:

Vietnam War

John McCain

POW

MIA

repatriation

#### DAILY DESK

##### Business Desk: Patent Reform

1. What is a patent? How are patents issued, and by whom? Why is the U.S. Patent Office coming under fire for patents it issues for online businesses? Explain one example cited in the video of an online patent problem.
2. What is the "fundamental problem" with patents and online business? How is the Patent Office planning to address this problem? What internal challenge does the Patent Office face? Why do you think keeping qualified reviewers on staff is more of a challenge than ever for the government?
3. Inform your students that, for over 200 years, the mission of the U.S. Patent and Trademark Office has remained the same. Its mission is "to promote the progress of science and the useful arts by securing for limited times to inventors the exclusive right to their respective discoveries." Point out to students that this authority was granted to the federal government by the Framers of the U.S. Constitution. Why do students think the Framers felt this was a necessary power that should be specifically described in the Constitution? Generate a class discussion of the term "intellectual property." How does the U.S. government protect intellectual property? Have students conduct research to learn more about patents, trademarks and copyrights, and share their findings. Discuss why it is illegal to make unauthorized copies of inventions, designs, software, music and other intellectual property.
4. How does technology provide challenges to intellectual property protection that the Founding Fathers never envisioned? Divide the class into groups. Have each group locate information on one new patent or copyright case that involves a modern issue such as e-commerce, biotechnology or software application. Have each group present its case and explain how modern life has complicated the process of protecting intellectual property. What can be done to ensure fairness in each case while promoting commerce? Discuss.

#### LINKS:

<http://www.uspto.gov/>

<http://www.uspto.gov/web/offices/ac/ahrpa/opa/kids/index.html>

<http://www.uspto.gov/web/offices/pac/doc/general/faq.htm>

<http://www.ideacafe.com/BCdir/bgintprop.html>

<http://lcweb.loc.gov/copyright/>

### EDITOR'S NOTE:

patent  
U.S. Patent Office  
review procedures  
securities trading

## WORLDVIEW

### Divine Guidance: Mount of Olives

1. Where is the Mount of Olives located? For what three world religions is the Mount of Olives significant? What does the term "monotheistic" mean? Why is this land sacred ground among these three monotheistic religions? Explain how Christianity, Judaism and Islam each has its own version of the end of time connected to the Mount of Olives.
2. Why is the Mount of Olives a significant place for Christians, Muslims and Jews? Have each student choose one of these religious perspectives and research the site's historical and spiritual significance for that religion. Then have each student write a paper that explains his/her findings and how the Mount of Olives is a microcosm of the international situation in the Middle East.

### LINKS:

<http://www.idrel.com.lb/idrel/shufme/archives/docsme/ap990328.htm>  
[http://www.wcslc.edu/pers\\_pages/m-markow/212/5/olive.html](http://www.wcslc.edu/pers_pages/m-markow/212/5/olive.html)  
<http://web.presby.edu/~cfdenny/israel/mtolives.html>  
<http://web.presby.edu/~cfdenny/israel/mtolivref.html>

### Inside Asia: Philippines Education

1. What action has the Philippine government announced that will dramatically affect its state universities? Were the universities expecting these budget cuts? Explain. What will the cuts in funding mean to the state universities?
2. Why are faculty members and students demoralized? What percent of state university faculty move to private colleges every year? What percent of Filipino youth ever reach college? Of these, what fraction graduate? How might the government's funding cuts impact these numbers?
3. How do tuition fees at state-run universities in the Philippines compare to the fees charged by private institutions? How will government budget cuts affect what state universities charge for tuition? What do some students plan to do if tuition fees are raised as a result? Do you think their action would be justified? Do you think it would be effective? Why/why not?
4. Have students work in groups to find out how state universities in your area are funded. Students should learn more about the sources of funding for state universities including tax revenue, donations and state education funds (generated by lotteries, bonds, etc.). Have groups share their findings. What would happen if one of these sources of funding were to be significantly cut? Generate a class discussion about ways that universities survive even when economic times are tough. Refer students back to the video, and to the situation in the Philippines: What do students think can be done to help the universities survive the government's budget cuts?

### LINKS:

<http://internet.ggu.edu/~jvorderstrass/philhome.htm>

<http://www.dlsu.edu.ph/pinas/>  
<http://www.accessasia.com/xroad/xrpiedu.html>

### Inside Africa: U.N. Famine Appeal

1. What natural disaster currently threatens the welfare of 12 million people on the Horn of Africa? Why does the United Nations want wealthy nations to donate money now, even though the situation is more of a threat than a crisis?
2. What does one Ethiopian government official mean when he says that the Western world needs to "see living skeletons" before it will act? Do you agree or disagree with this complaint? Explain. What recent international intervention may make some nations reluctant to respond to human tragedies in Africa? Why? What is "donor fatigue"? Why do you think some nations that have given much in the past are tired of contributing?
3. The charitable organization Oxfam faults the Ethiopian government with the extreme poverty many of its citizens face. Oxfam blames the government in large part because it has been engaged in a two-year conflict with its neighboring country, Eritrea. So besides famine and drought, there are countries in Africa facing political and economic problems. Have students work in groups to conduct research into the problems currently faced by African nations, and share their findings. Then remind students that the U.N. is concerned not only with current problems, but with predicting disaster and tragedy so that their effects can be minimized. In class discussion, have students predict the future challenges African nations will face and discuss possible strategies to prevent them.

#### LINKS:

<http://www.flyingfish.org.uk/articles/eritrea/strawbs.htm>  
<http://www.info.usaid.gov/fews/fews.html>  
<http://www.info.usaid.gov/regions/afr/fews/youthpg/drought.html>  
<http://www.cpc.ncep.noaa.gov/products/fews/>  
<http://www.worldhunger.org/articles/africa/morton.htm>

### Short Take: Mongolia Famine

1. What is happening to Mongolian livestock? What is a nomadic herder? How will nomadic herders be impacted if their livestock die? Why is the U.N. warning of serious socio-economic consequences if the situation continues?
2. Inform students that Mongolia's economy is based on two sectors; livestock and minerals. Have students conduct research to learn more about Mongolia with an emphasis on its economy. Share student findings. Discuss how the failure of one of these sectors could impact the other, and ultimately the entire nation's economy.

#### LINKS:

<http://www.mol.mn/>  
<http://www.soros.org/mongolia.html>  
<http://www.emulateme.com/mongolia.htm>  
<http://mongolia.worldvision.org.nz/mongoliaeconomy.html>

#### EDITOR'S NOTE:

drought  
famine  
Ethiopia  
Israel  
Mongolia  
Philippines



## NEWS CHRONICLE

### Our World: Young Entrepreneurs

1. What is "Youth Entrepreneur Day"? Who is Hina Aqil and what type of business does she own? Why do you think Hina has been so successful in her business? How do Hina's parents feel about her owning a business? What skills do many young entrepreneurs acquire? How can these skills serve young entrepreneurs later in life?
2. What is an entrepreneur? Ask students to define this term in class discussion. Next, lead a brainstorming session to generate a list of personal qualities that students think one must have to become a successful entrepreneur. Invite a local entrepreneur to address your class on how he/she came to own a business and how some of these personal qualities are essential in achieving a profitable company.
3. Refer your students to the first website below to learn more about teen entrepreneurs and their business ventures. Divide your class into small groups. Instruct each group to develop an idea for a business. After each group has shared its idea, have the class critique the idea and identify the challenges a young entrepreneur might encounter if he/she were starting the business.

#### LINKS:

<http://www.whizteens.com/>

<http://www.entreworld.org/>

<http://www.grow-biz.com/>

<http://www.EntreWorld.org/Content/Glossary.cfm?Keywords=entrepreneur&x=48&y=10>

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#### EDITOR'S NOTE:

entrepreneur  
profit margins  
Pakistani

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## CNN NEWSROOM Guide

April 27, 2000

**CNN NEWSROOM** explores the growing Hispanic influence in all aspects of American culture. Tune in May 1-5 for "Viviendo en America."

### ----- PROGRAM RUNDOWN -----

**STORY ...SEGMENT...PROGRAM**

**CNN NEWSROOM OPEN ... 01:35... 01:35**

**TODAY'S NEWS ... 00:45...02:20**

**Top Story ... 02:45...05:05**

Mozambique's flood waters have receded, but the disaster remains.

**In the Headlines ... 02:10...07:15**

Elian Gonzalez's father has entered the legal battle over his son.

**DAILY DESK ... 00:30...07:45**

**Science Desk ... 02:30...10:15**

The National Park Service faces a dilemma over a new dinosaur fossil site.

**WORLDVIEW ... 00:30...10:45**

**Political Front ... 03:45...14:30**

Iraqis celebrate the arrival of spring as they still feel the effects of sanctions.

**Around the World ... 03:05...17:35**

A global conference puts safe drinking water for all at the top of its agenda.

**Communication Transformation: India Cyber City ... 02:45...20:20**

Internet technology generates a new standard of living for citizens of Hyderabad.

**Turner Website Information ... 00:40...21:00**

Information on the CNN NEWSROOM Daily Classroom Guide

**NEWS CHRONICLE ... 00:30...21:30**

**Special Series ... 04:30...26:00**

CNN's Bruce Morton offers his perspective on the Vietnam War.

**Look Ahead ... 01:00...27:00**

May 4: Student Activism, Then and Now

**CNN NEWSROOM CLOSE ... 01:00... 28:00**

### ----- CNN NEWSROOM STORIES -----

**CNN NEWSROOM OPEN****TODAY'S NEWS****Top Story: Mozambique: After the Floods**

1. What natural disaster occurred in Mozambique earlier this year? How is the nation still battling this natural disaster? What is meant by the term "infrastructure"? How has the flooding impacted the infrastructure of Mozambique?
2. How have the floods impacted Mozambique's countryside? Although the flood waters have receded, why must farmers wait before they can return home? According to the Deputy Minister for Agriculture and Rural Development, how long do the farmers have to wait? What has to be done before they can return? What other environmental and health hazards face those who are going back to their homes? How much does the World Bank estimate it will take to rebuild Mozambique?
3. Severe flooding like that experienced in Mozambique has immediate tragic consequences, in terms of lives lost and people displaced. But what are its long-term consequences? Divide the class into groups. Have each group brainstorm a list of long-term economic, political, social and environmental consequences that face Mozambique as a result of the recent floods. Groups will want to consider, for example, the spread of disease and its impact on the population of Mozambique, and the financial cost of the loss of 300,000 acres of farmland. The websites below may help groups if they need to conduct research. Then have each group explain its list and discuss how the flood's long-term consequences could impact Mozambique for years to come. How might this impact be minimized?

**LINKS:**

[http://www.mg.co.za/mg/news/99mar14mar-landmines\\_mozambique.html](http://www.mg.co.za/mg/news/99mar14mar-landmines_mozambique.html)

<http://www.odci.gov/cia/publications/factbook/mz.html>

<http://www.feedthechildren.org/>

<http://www.wateraid.org.uk/>

[http://news.bbc.co.uk/low/english/world/africa/newsid\\_655000/655510.stm](http://news.bbc.co.uk/low/english/world/africa/newsid_655000/655510.stm)

**In the Headlines: Legal Battle over Elian Intensifies**

1. Who is Juan Miguel Gonzalez? How has he become involved in the legal battle over Elian? Who has custody of Elian now? Why do you think Juan Miguel Gonzalez does not want the Miami relatives to visit his son? Whose recommendation has he cited in his legal motion? How has child psychiatrist Dr. Lydia Usategui reacted to that recommendation? Do you think these experts are impartial? Why/why not?
2. Ask students to consider what they would say if they were in a position to decide whether Elian's Miami relatives should be allowed to see him. Have students conduct research to learn more about the events in young Elian's life to this point, and consider what they think would be in his best interest. Then challenge each student to write a brief opinion paper in which he/she indicates whether Elian's Miami relatives would be permitted to visit with him, and the rationale for that opinion.

**LINKS:**

<http://cnn.com/2000/US/04/26/cuba.boy.03/index.html>

<http://www.ins.usdoj.gov/graphics/index.htm>

<http://libertyforelian.org/>

**EDITOR'S NOTE:**

natural disaster

infrastructure  
subsistence  
agro-chemical  
malaria  
Mozambique  
Elian Gonzalez  
Juan Miguel Gonzalez

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## DAILY DESK

### Science Desk: Battle for Bones

1. What type of fossil was discovered in Big Bend Park, Texas? Where was the fossil taken? How old is it? Who found it? Why is this find unique? How might the fossil help "fill in a missing page in the 'Book of Life'"?
2. What does the University of Texas at Dallas want to do at the fossil site? According to some of the local people, how should the National Park Service handle the site? What do you think should be done? Explain. How valuable is this type of fossil? Who do you think would be willing to pay for this kind of artifact?
3. Many times the need for scientific discovery has to be balanced with social and economic needs. In this story, one of the local residents states that fossil removal is contrary to existing park policy. Challenge your students to determine if this statement is accurate. Working in small groups, have your students:
  1. Explore the websites below to decide if excavating and removing a fossil find is against existing park policy
  2. Decide what the official park policy should be regarding this fossil find and create a general policy that would endorse their position
  3. State their policy in language that is similar to the rules and regulations that are used within the websites.

After groups share their policies with the class, discuss whether or not their policies balance the need for scientific discovery with the needs of the local community. Ask students: Do you think the University of Texas, local citizens, and the National Park Service would adopt these policy changes? Why or why not?

### LINKS:

<http://www.nps.gov/bibe/home.htm>  
[http://www.dallasdino.org/in\\_the\\_field/big\\_bend/index.cfm](http://www.dallasdino.org/in_the_field/big_bend/index.cfm)  
<http://www.nps.gov/bibe/bcpermit.htm#regs>  
<http://www.nps.gov/bibe/climbing.htm>  
[http://www.nps.gov/legacy/leg\\_cult.html](http://www.nps.gov/legacy/leg_cult.html)

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### EDITOR'S NOTE:

vertebrae  
Alamosaurus  
fossils  
National Park Service

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## WORLDVIEW

### Political Front: Iraq Spring

1. What festival are the people of Iraq celebrating? Besides the arrival of spring, what do Iraqi Kurds say that this festival also celebrates? According to the Iraqi Kurds living in government-controlled territory, who are the "tyrants"? Why do they vilify the U.S. and the U.N.? From what you have seen in the video, describe how the sanctions are impacting the lives of Iraqis.
2. What are economic sanctions? Why were they imposed on Iraq? Have students work in groups to determine the origin and nature of the international sanctions against Iraq, and the international community's rationale for imposing them. Then have groups conduct research to investigate the rationale for lifting the sanctions. Have each group present its findings. After the presentations, challenge each student to write a position paper either defending the sanctions in place against Iraq or advocating their removal.
3. In September 1999, the U.S. State Department issued a publication entitled "Saddam Hussein's Iraq," in which Department officials said, "Sanctions are not intended to harm the people of Iraq. That is why the sanctions regime has always specifically exempted food and medicine. The Iraqi regime has always been free to import as much of these goods as possible. It refuses to do so, even though it claims it wants to relieve the suffering of the people of Iraq." Read this statement to students. Who is Saddam Hussein? What do students know about his record on human rights? Why might Saddam Hussein not allow food and medicine shipments into his country? Generate a class discussion about the ways in which both sides (Iraq and the international community) use the sanctions for political purposes.

**LINKS:**

<http://usinfo.state.gov/regional/nea/gulfsec/irqchro0.htm>

<http://usinfo.state.gov/regional/nea/iraq/iraq.htm>

<http://www.iacenter.org/iraq.htm>

**Around the World: Belgium Water Conference**

1. Where did world leaders recently meet to discuss the status of the world's water? According to the Chairman of the World Commission on Water, how many people have no access to drinking water? How many have no access to adequate sanitation? Do you these numbers surprise you? If so, why do you think there is so little awareness of this crisis?
2. What explanation does former Soviet leader Mikhail Gorbachev offer on the current water crisis? Are there any regions of the world that do not have water problems? What is the World Water Commission recommending be done to solve these problems? Why are some people critical of this approach? With whom do you agree? Explain.
3. According to a report issued by the World Commission on Water in 1999, "Water scarcity may become one of the greatest threats to world peace within 25 years." Ask students to consider how water scarcity impacts not only health and quality of life, but how it could affect peace on the planet. Divide the class into groups. Challenge each group to develop a hypothetical, but very realistic, scenario in which water scarcity leads nations into armed conflict. Have each group explain its scenario. Discuss what can be done to prevent each scenario from happening in students' lifetimes.

**LINKS:**

<http://www.iwahq.org.uk/default.htm>

<http://www.irc.nl/>

<http://www.watervision.org/>

**Communication Transformation: India Cyber City**

1. Where is the city of Hyderabad located? How is Hyderabad undergoing an economic makeover? Who is transforming its economy? How do the salaries of these computer professionals compare to the salaries of their American counterparts? Why do you think this fact helps to attract outside



investment? How does outside investment help this community?

2. Who is Chandra Babu Naidu? Why is he such a believer in information technology? How is he promoting it? What has technology done for his government and its citizens? What does Mr. Naidu see as the future benefits of technology for his people?
3. This year the Indian software industry is expected to grow by almost 50%. How can India's software businesses continue to grow each year and promote international investment? Have students work in groups to learn more about India's natural and human resources and its business climate. Then direct each group to act as a representative of India's software industry and prepare a presentation designed to attract international investment. Have each group make its presentation.

#### LINKS:

<http://www.webindia.com/india/computers.htm>

<http://www.sholay.com/billclinton/index.htm>

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#### EDITOR'S NOTE:

embargo  
sanctions  
inflation  
Kurds  
Iraq  
subsidies

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#### NEWS CHRONICLE

##### Special Series: Vietnam: 25 Years Later

1. Why is there uncertainty about when the Vietnam War actually started? What are some of its possible starting points? Who was Ho Chi Minh? Why were the French in Vietnam? What happened at Dien Bien Phu?
2. What happened when France asked the U.S. to commit air strikes to the region? Which U.S. leaders were opposed to the strikes? Why is it ironic that Lyndon Johnson rejected this request? How did the Vietnam War impact Lyndon Johnson's presidency? Why do you think the U.S. escalated its involvement in Vietnam throughout the 1960s? How many Americans lost their lives in Vietnam? What monument in Washington D.C. honors those who gave their lives?
3. What was the "domino effect"? Did the other "dominoes" fall? Explain. How did Vietnam fare both politically and economically under communism, compared to its neighbors? How has Vietnam changed since the end of the war?
4. Inform students that Vietnam was the first war covered daily by television. Have them talk to their parents and other family members to learn more about the impression the war made on them as it was brought into their living rooms every evening. Share student findings. Direct students to conduct research into media coverage of the Vietnam War. Discuss to what extent mass media coverage of a conflict impacts the public's opinion of that conflict.
5. Former U.S. Secretary of State Henry Kissinger has said of the Vietnam War, "Vietnam is still with us. It has created doubts about American judgment, about American credibility, about American power--not only at home, but throughout the world... So we paid an exorbitant price for the decisions that were made in good faith and for good purpose." Have groups of students research the impact of U.S. involvement in Vietnam on subsequent conflicts, and share their findings. What recent conflicts have students heard observers label as "another Vietnam"? What does this mean? What lessons do students think were learned from the Vietnam experience?

**LINKS:**

<http://cnn.com/SPECIALS/2000/vietnam/>

<http://www.teachvietnam.org/>

<http://servercc.oakton.edu/~wittman/>

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**EDITOR'S NOTE:**

Vietnam

Ho Chi Minh

French Indochina

Richard Nixon

Lyndon Johnson

agent orange

domino effect

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## CNN NEWSROOM Guide

April 28, 2000

When teachers use CNN NEWSROOM, they see news linked to the curriculum through discussion questions and activities. Enrollment is FREE. Call 1-800-344-6219 or enroll online at <http://turnerlearning.com/newsroom/enroll.html>.

### ----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00...02:35

Top Story ... 04:10...06:45

-Violence over farmland continues in Zimbabwe.

-Great Britain withholds financial aid until the situation in Zimbabwe improves.

DAILY DESK ... 00:30...07:15

Editor's Desk ... 03:00...10:15

Choreographers mastermind the look and mood of musical performances.

Turner Website Information ... 00:40...10:55

Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:30...11:25

Inside Africa ... 01:40...13:05

Elephant art beautifies the streets of Nairobi.

Artistry in Action ... 03:05...16:10

A Norwegian duo is the latest teen musical hit.

NEWS CHRONICLE ... 00:20...16:30

Special Series ... 03:30...20:00

Ho Chi Minh City has changed since the end of the Vietnam War.

Student Bureau ... 07:00...27:00

The CNN Student Bureau presents the Vietnam video diary of Max Cleland.

CNN NEWSROOM CLOSE ... 01:00... 28:00

### ----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

TODAY'S NEWS

**Top Story: Zimbabwe Upheaval**

1. By what name was Zimbabwe formerly known? Whose colony was it? When did the nation of Zimbabwe come into being? Who is fighting over farmland in Zimbabwe? How has the president of this country responded to this conflict?
2. How has land always been an issue in Zimbabwe? How has colonization played a role in the struggle for land? What was the Lancaster House Agreement? Under what conditions could farmland be acquired from its owners? Was the Agreement honored? Explain.
3. What referendum on the land issue was recently defeated by Zimbabwe's voters? Why do you think they rejected it? How is land still a "political tool" in Zimbabwe?
4. What did Great Britain do in 1998 to try to improve the land situation in its former colony? Why are British leaders meeting with Zimbabwean leaders now? What deal have the British proposed? Who is Robert Mugabe? What must he do in order to secure financial aid for his country from Great Britain?
5. Analysts say that the Mugabe government is using the land issue to divert attention from Zimbabwe's economy, and to intimidate the government's opposition in the upcoming elections. Have students conduct research into the political and economic issues facing Zimbabwe and share their findings. On what issues should the government be focused? Does President Mugabe's support for land seizures strengthen or weaken his government? Discuss.

**LINKS:**

<http://cnn.com/2000/WORLD/africa/04/27/zimbabwe.03/index.html>

[http://www.sas.upenn.edu/African\\_Studies/Country\\_Specific/Zimbabwe.html](http://www.sas.upenn.edu/African_Studies/Country_Specific/Zimbabwe.html)

<http://www.gta.gov.zw/>

<http://www.columbia.edu/cu/libraries/indiv/area/Africa/Zimngen.html>

[http://news.bbc.co.uk/1/hi/english/special\\_report/1998/12/98/zimbabwe/newsid\\_226000/226542.stm](http://news.bbc.co.uk/1/hi/english/special_report/1998/12/98/zimbabwe/newsid_226000/226542.stm)

**EDITOR'S NOTE:**

Zimbabwe  
occupation  
electoral constituencies  
Rhodesia  
market value  
Robert Mugabe

**DAILY DESK****Editor's Desk: Choreography**

1. What is choreography? Why do stars hire choreographers? Prior to watching this story, did you think that your favorite music stars were great natural dancers, or did you think that they were taught routines to use with their music? Does the knowledge that their moves are choreographed lessen their authenticity? Why or why not? Explain your reaction to the video.
2. Do you like to dance? Do you know how to dance? If so, did you take dance lessons, learn from friends, or do you just step and sway to the music? Do you think that it is important for music stars to be able to dance as they perform? Why or why not?
3. Before the era of music videos, fans had to be content to see the musicians in photographs, live concerts, or occasional television shows. Individual songs were not combined with a creative video interpretation. Do you think that the music video has changed the way in which fans respond to

musicians and to individual songs? If so, how?

- Have students review the video and write down the dances that they especially like and why they like them. Also ask them to write a list of adjectives that they think describe the various stars' dance moves. Then have students compare their lists and discuss the following questions: Did you select similar adjectives to describe the different dances? Did the dance moves used by different stars communicate similar or different impressions? In what ways does choreography "sell" a star and his/her music? Do you think that music videos enhance the sales of CDs? If not, what is the purpose of music videos? Challenge students to review their favorite dances and identify other elements of the music videos, such as clothing or scenery, that might entice fans to purchase the star's music.

#### LINKS:

<http://www.vibe.com/features/artist/19990902/>

<http://www.darrinsdancegrooves.com/about.htm>

<http://www.layouth.com/jan-feb00/grooveman.html>

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#### EDITOR'S NOTE:

choreography

visionaries

gig

music video

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#### WORLDVIEW

##### Inside Africa: Kenya Elephant Art

- Where is Nairobi? What kind of art was recently put on display near Nairobi's airport? Who created this art? Of what materials are the elephants made?
- According to the video, why are elephants the subjects in this artwork? For what other wildlife and natural resources is Kenya known? Have students work in groups to learn more about Kenya and share their information. If Kioko Mwitiki were to take on another art project for the city of Nairobi, what would students recommend as the next subject? Why?
- Does your community have any public displays of art? If so, have your students investigate each display, why that particular piece of art was chosen, and why it was put in place there. Share student findings and discuss how public art enhances a community. If your community does not have any public art, challenge your students to create some. Have each student select a particular place that would benefit from an artistic display. Then have each student create a small-scale model or sketch of his/her proposed display. Have students share their artistic ideas. Have the class vote to send one of the ideas to your community's local government for consideration.

#### LINKS:

<http://www.rcbowen.com/kenya/cities/nairobi.html>

<http://www.encyclopedia.com/articles/08947.html>

<http://www.museums.or.ke/>

<http://www.woyaa.com/TreeFR/Regional/Countries/Kenya/Arts/>

##### Artistry in Action: M2M

- What is M2M? Who makes up this duo? How old are Marit and Marion? How long have they known each other? What award have they won? Towhat American music award is this comparable?



2. How would you describe M2M's music? What kinds of music do you like? What do you think of M2M's musical style? Explain. Why do you think M2M has such broad international appeal?
3. What is a teen idol? Who would you classify as the teen idols of your generation? After asking students to identify their own teen idols, have them interview older family members to learn about the teen idols of other generations. Who were the teen idols of the 50s, 60s and 70s, and how did their styles impact music and fashion trends? Many of students' parents will likely list the Beatles and talk about what was known in the '60s as the "British Invasion." Have students share their findings and discuss how international teen idols lend something of their style to other cultures.

**LINKS:**<http://www.geocities.com/m2m2u/><http://www.tqci.net/~moorewc/><http://www.infoplease.com/spot/teenidols1.html>**EDITOR'S NOTE:**

Nairobi

beautification program

safari

M2M

**NEWS CHRONICLE****Special Series: Vietnam: 25 Years Later**

1. What was the former name of Ho Chi Minh City? How has the city been "a pawn in the Cold War chess game"? How would you describe this city? What signs of capitalism and of communism are evident there?
2. What artifacts of the Vietnam War are found in Ho Chi Minh City? Why is the war only history to half of Vietnam's population? What do they call the war? What crop is the mainstay of Vietnam's economy? How have economic reforms impacted Vietnam's rice production? Why do some of the people interviewed in this story talk about their lives being better now, even though they have little political freedom?
3. Although some Vietnamese are pleased with what they see as an improving quality of life, the country still faces serious economic problems. Inform your students that Vietnam's per capita income was \$333/year in 1998, one of the lowest in the world. In rural areas, where the majority of Vietnamese live, fresh water and electricity are luxuries. What needs to happen in order for Vietnam to overcome these economic issues? Have students work in groups to learn more about Vietnam today and the political, social and economic concerns that shape the country and determine the quality of life for its citizens. Have groups share their findings. Discuss the political, social and economic conditions that need to be in place in order to encourage international investment and domestic prosperity.

**LINKS:**<http://cnn.com/SPECIALS/2000/vietnam/><http://cnn.com/SPECIALS/2000/vietnam/story/vietnam.today/><http://travel.lycos.com/Destinations/Asia/Vietnam/>[http://vnqdd.com/Human\\_rights\\_HP/hr\\_watchvn.htm](http://vnqdd.com/Human_rights_HP/hr_watchvn.htm)<http://www.sfgate.com/cgi-bin/article.cgi?file=/news/archive/2000/03/25/international1217EST0556.DTL>**Student Bureau: Max Cleland Memories**

1. Who is Max Cleland? How did he record his experiences in Vietnam? Who is talking about when he talks about the "V.C."? What kinds of experiences, good and bad, did he have in Vietnam? What

impressed him most about the hospital he visited? What did he learn about the horrors of war and how it affects the lives of those who live through it?

2. Why do you think Max Cleland became emotionally involved in what was happening in Vietnam? What do you think he means when he says, "...you tend to see it as the world's greatest cause"? For what cause do you think he and other American soldiers were fighting? In the end, what does Max Cleland say he has gained from his experience?
3. Challenge students to interview other Vietnam veterans to learn more about their experiences in Vietnam. Direct students to ask the vets about the feelings they had about their mission, both at the time of their service and today. Have each student write an essay describing the war from that veteran's perspective.
4. Today, U.S. Senator Max Cleland speaks to students about his military and personal experiences. A victim of a grenade explosion, he is a triple amputee who has had to overcome physical and emotional adversity. In a recent commencement speech at a U.S. college, Senator Cleland told students to have the courage to persevere in difficult times. He pointed out that the Chinese write the word "crisis" with two characters, one meaning danger, the other, opportunity. Present these thoughts to students and ask them to consider how Max Cleland has confronted both danger and opportunity. Then, reflecting on the Chinese presentation of the word "crisis," have each student write a journal entry explaining how a crisis he/she has witnessed presents both danger and opportunity, and what can be learned from the experience.
5. A video diary is a powerful tool for presenting a perspective on history. Ask groups of students to create their own video diaries. Assist each group in choosing an event or a place of historic significance on which to report. Then have each group record and narrate its video diary. Have groups present their videos to the class. Discuss how the video diary account differs from a written account of history.

**LINKS:**

<http://ccwf.cc.utexas.edu/~erikr/clips/c01vietmem.html>

<http://www.teachvietnam.org/>

<http://cleland.senate.gov/>

**EDITOR'S NOTE:**

Vietnam

Saigon

Ho Chi Minh City

communism

capitalism

Hanoi

Max Cleland

artillery

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